DOCUMENT RESUME

ED 289 958
AA 001 172

Resources in Education (RIE). Volume 23, Number 6.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 289 959
AA 001 173

Bennett, William J.
American Education: Making It Work. A Report to the President and the American People.
Department of Education, Washington, DC.
PUB DATE- 26 Apr 88
NOTE- 69p.; A bibliography of 48 items supports Part I, titled "How Far Have We Come?" A bibliography of 77 items supports Part II, "What We Need To Do," and is subdivided by the five major recommendations of the report.
AVAILABLE FROM- U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; *Achievement Need; Curriculum; *Educational Assessment; *Educational Change; Educational Quality; *Equal Education; *Recruitment; Rewards
IDENTIFIERS- *Excellence in Education

This assessment of American education, carried out at the President's request, comes on the fifth anniversary of "A Nation at Risk," the landmark 1983 study of the National Commission on Excellence in Education. In this report, the Secretary of Education evaluates the progress of education reform during the last five years and sets forth the critical tasks that remain to improve American education. While noting that promising changes already underway may eventually show results, the Secretary warns of "bureaucratic inertia" and "those with a vested interest in the status quo," both of which may block worthwhile reforms. The report draws on advice from hundreds of individuals, a series of Education Department seminars on key topics of education reform, and on much research sponsored by the Office of Educational Research and Improvement (OERI) measuring what students study and what they learn. A study of transcripts, comparing the courses taken by 15,000 high school students in 1987 with a similar group in 1982, reveals significant improvement. Nearly 30% of 1987 students completed the English, mathematics, science, and social studies portions of the "New Basics" curriculum recommended in "A Nation at Risk," compared with 13.4% in 1982. National Assessment of Educational Progress (NAEP) advance data from forthcoming reports indicates that math and science performance by American students is generally improving, but it remains weak compared to students in other countries. Five key imperatives are presented as recommendations that "should guide continued reform of American education": (1) strengthen content throughout the curriculum; (2) ensure equal intellectual opportunity for every student; (3) establish an ethos of achievement in every school; (4) recruit and reward good teachers and principals; (5) institute accountability throughout the education system for student learning. A Press Release and a copy of the Secretary's remarks at a Press Conference announcing the report are appended. (WTB)

ED 289 960
CE 046 423

Sod Production and Marketing. Instructional Materials Developed for Iowa Vocational Agriculture Teachers.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Horticulture.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86
NOTE- 88p.; For the other two manuals in this set, see ED 278 859 and CE 046 424. Parts of document are printed on colored paper.
AVAILABLE FROM- Iowa Curriculum Assistance System, College of Education, N008 Lagomarcino Hall, Iowa State University, Ames, IA 50011 ($40.00 for three manuals plus slides; not sold separately).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Production; Agricultural Trends; Classroom Techniques; Educational Resources; Farm Management; Field Crops; Harvesting; *Horticulture; Learning Activities; Lesson Plans; *Marketing; Plant Growth; Plant Propagation; Postsecondary Education; Secondary Education; Teaching Methods; Transparencies; *Turf Management; Units of Study; Vocational Education
IDENTIFIERS- *Iowa; *Sod Production

Developed for use by vocational agriculture teachers in Iowa, this instructional unit provides information about the growing and marketing of sod for lawns. This document is one of three manuals making up a single package. (The other two are Christmas Tree Production and Marketing and Sod Production and Marketing). The manual includes an instructional plan and related technical information. The instructional plan features objectives, interest approach, a listing of materials needed, and teaching procedures. The technical information section provides concise information related to sod production and marketing. A reference list is included for teachers wishing additional information on the topic. Transparency masters and activity sheets are provided and coded to the unit. A list of 10 slides for use with the instructional materials is also provided. Eleven fact sheets from the Iowa Cooperative Extension Service discuss various aspects of turfgrass care. (KC)

ED 289 961
CE 046 424

Agricultural Diversification and Marketing. Instructional Materials Developed for Secondary, Postsecondary, and Continuing Education Agriculture Programs in Iowa.
Iowa Lakes Community Coll., Emmetsburg. Dept. of Agriculture.; Iowa State Dept. of Agriculture, Des Moines.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86

NOTE- 191p.; For the other two manuals in this set, see ED 278 859 and CE 046 423.
AVAILABLE FROM- Iowa Curriculum Assistance System, College of Education, N008 Lagomarcino Hall, Iowa State University, Ames, IA 50011 ($40.00 for three manuals plus slides; not sold separately).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Agribusiness; Agricultural Education; *Agricultural Production; Agricultural Trends; Classroom Techniques; *Crop Processing Occupations; Extension Education; *Farm Management; Field Crops; Food Processing Occupations; Harvesting; Learning Activities; Lesson Plans; *Marketing; Merchandise Information; Merchandising; Postsecondary Education; *Salesmanship; Secondary Education; Teaching Methods; Transparencies; Units of Study; Vocational Education; Wholesaling
IDENTIFIERS- *Farmers Markets; *Iowa

These instructional materials on agricultural diversification and marketing were developed for use by Iowa's vocational and technical agricultural instructors and extension personnel. This document is one of three manuals making up a single package. (The other two are Christmas Tree Production and Marketing and Sod Production and Marketing). The manual includes three instructional units. Unit I discusses the procedures for establishing and implementing an individualized production plan that will enable the development and maintenance of a viable diversified farming operation. Unit II identifies the primary marketing channels for fruit and vegetable crops and explores sales strategies and methods required to establish and maintain successful marketing options. Unit III provides crop-specific postharvest handling and packaging requirements. Each unit provides an instructional plan and related technical information. The instructional plan features objectives, interest approach, a listing of materials needed, and teaching procedures. The technical information section in each unit provides concise information on the topic. Transparency masters and activity sheets are included to facilitate teaching. Suggested use of these materials is included in the instructional plan. A descriptive list of 40 slides that supplement the instructional units is also provided. The second half of this document contains the "Farmers Market Development Manual," which covers the steps involved in establishing and maintaining a farmers market. Sections include interest surveys, site selection and development, funding and budgeting, market rules, state and local regulations, the market manager, promotions and advertising, the grower group, and market management records. (KC)

ED 289 962
CE 047 372

Baran, Nancy, Ed.

Your Financial Plan. Money Management. Revised.

Household Financial Services, Prospect Heights, IL. Money Management Inst.

PUB DATE- 87
NOTE- 37p.
AVAILABLE FROM- Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders from $25-100; 20% on orders over $100).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Budgeting; Consumer Economics; *Consumer Education; Credit (Finance); *Home Management; Income; Insurance; *Money Management

This booklet is a simple, practical guide for managing money. It provides advice to help the reader balance expenses with income and get personal finances in order. The booklet takes the reader step by step through the processes involved in setting up a basic financial plan and shows him/her how to tailor it to fit personal needs. It explains how to keep track of spending, live within one's means, and reach financial goals. In addition, the guide shows how to manage credit, pay bills, organize financial records, and deal with economic change. Several charts are provided to help the reader set goals, total net worth, and identify fixed, flexible, and periodic expenses. For those seeking more information, a special resource section also is included. (KC)

ED 289 963
CE 047 662

Din, Jamal-Ud
Recruitment and Training of Technical and Vocational Teachers and Trainers.
PUB DATE- May 87
NOTE- 8p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; Developing Nations; *Educational Improvement; *Educational Needs; Educational Philosophy; Educational Policy; Educational Trends; Foreign Countries; *Futures (of Society); Postsecondary Education; Secondary Education; *Teacher Education; *Teacher Recruitment; Technical Education; Vocational Education; *Vocational Education Teachers; Workshops
IDENTIFIERS- *Asia (Southeast); Asia Pacific Region

This paper reports introductory remarks to a workshop on technical/vocational teacher recruitment and training in Asia and the South Pacific. Some of the issues raised by the paper are the following: (1) What training are vocational/technical teachers/trainers receiving now and what should they be receiving for the future? (2) How are teachers recruited and are these approaches effective? (3) What qualifications should vocational/technical teachers have and are these qualifications appropriate for the future? (4) How are new teacher-recruits trained? (5) Are industry-trained teachers sufficiently up to date on modern technology and methods? (6) For what trades should students be trained? and (7) How can vocational/technical teaching be more professionalized? (KC)

ED 289 964
CE 048 697

Kalamas, David J.
Prepare To Work with Adult Learners. Module N-1 of Category N--Teaching Adults. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-216-3
PUB DATE- 87
NOTE- 52p.; For related documents, see ED 274 810 and CE 048 698-702.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Learning Modalities; Learning Modules; Secondary Education; Student Characteristics; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to prepare instructors to work with adult learners. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives: (1) demonstrate knowledge of adult learner characteristics and the process of adult development; (2) demonstrate knowledge of learning preferences; and (3) develop a plan for gaining additional knowledge and skills. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that requires (1) an actual teaching situation in which the trainee can prepare to work with adult learners, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 289 965
CE 048 698

Market an Adult Education Program. Module N-2 of Category N--Teaching Adults. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-235-X
PUB DATE- 87
NOTE- 80p.; For related documents, see ED 274 810 and CE 048 697-702.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Students; Behavioral Objectives; *Competency Based Teacher Education; Followup Studies; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Marketing; Program Descriptions; *Publicity; Secondary Education; *Student Recruitment; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to help the teacher take part in planning and carrying out a marketing effort for an adult education program. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes five learning experiences based on the enabling objectives: (1) develop a plan for gathering local market data; (2) demonstrate knowledge of the development of a program description; (3) demonstrate knowledge of the steps and strategies for recruiting adult students; (4) critique the program description and recruitment plan; and (5) develop a follow-up plan. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these five learning experiences should lead to achievement of the terminal objective through the sixth and final learning experience that requires (1) an actual teaching situation in which an adult education program can be marketed, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 289 966
CE 048 699

Kopp, Kathleen
Determine Individual Training Needs. Module N-3 of Category
N--Teaching Adults. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in
Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-242-2
PUB DATE- 87
NOTE- 68p.; For related documents, see ED 274 810 and CE 048 697-702.
AVAILABLE FROM- American Association for Vocational Instructional
Materials, 120 Driftmier Engineering Center, University of Georgia,
Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Adult Educators; Behavioral
Objectives; *Competency Based Teacher Education; Educational Needs;
Higher Education; Individualized Instruction; Job Skills; Learning
Activities; Learning Modules; *Needs Assessment; Secondary
Education; *Student Needs; *Student Records; Teacher Evaluation;
Teaching Skills; Vocational Education; *Vocational Education
Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to give the teacher skill in identifying kinds of information needed to determine individual training needs and in selecting appropriate strategies for gathering that information. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives: (1) demonstrate knowledge of the rationale for determining training needs and information for identifying those needs; (2) plan, conduct, and evaluate a needs assessment; and (3) critique a case study on maintaining student records. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objectives through the fourth and final learning experience that requires (1) an actual teaching situation in which individual training needs can be determined, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 289 967
CE 048 700

Kalamas, David J.
Plan Instruction for Adults. Module N-4 of Category N--Teaching Adults. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-243-0
PUB DATE- 87
NOTE- 64p.; For related documents, see ED 274 810 and CE 048 697-702.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; Competency Based Education; *Competency Based Teacher Education; Higher Education; Individualized Instruction; *Instructional Design; *Instructional Development; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to provide the teacher with knowledge of how instructional planning is accomplished at different levels and the skills needed to begin to plan effective instruction for adult learners. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives: (1) demonstrate knowledge of conventional and competency-based instructional planning; (2) critique a given lesson plan; and (3) critique a case study on planning instruction for adult learners. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that requires (1) an actual teaching situation in which to plan instruction for adults, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 289 968
CE 048 701

Manage the Adult Instructional Process. Module N-5 of Category N--Teaching Adults. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-231-7
PUB DATE- 87
NOTE- 48p.; For related documents, see ED 274 810 and CE 048 697-702.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; *Classroom Techniques; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; *Teaching Methods; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to help the teacher manage the adult instructional process effectively. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives: (1) identify instructional techniques and activities appropriate for use with adults and (2) critique case studies on modifying the learning environment for adult students. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective through the third and final learning experience that requires (1) an actual teaching situation in which to manage the adult instructional process, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 289 969
CE 048 702

Kopp, Kathleen
Evaluate the Performance of Adults. Module N-6 of Category N--Teaching Adults. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-237-6
PUB DATE- 87
NOTE- 75p.; For related documents, see ED 274 810 and CE 048 697-701.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Students; Behavioral Objectives; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Secondary Education; *Student Evaluation; Teacher Evaluation; Teaching Skills; *Test Construction; *Testing; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to create appropriate learning environments and to plan and manage instruction that is well-suited to the learning and psychological needs of today's adults. The purpose of the module is to teach instructors how to evaluate learners' progress in meeting specified objectives. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives: (1) demonstrate knowledge of the rationale for and factors involved in student evaluation; (2) critique a test; and (3) critique a case study on developing evaluation plans for adult learners. Each learning experience presents activities with information sheets, samples, worksheets, checklists, and self-checks with model answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that requires (1) an actual teaching situation in which to evaluate the performance of adults, and (2) a teacher performance assessment by a resource person. An assessment form is included. (YLB)

DOCUMENT RESUME

ED 289 970
CE 048 854

Bebris, John M., Ed.
Recharging the American Dream. Proceedings of the Annual National Entrepreneurship Education Forum (5th, Washington, D.C., June 24-26, 1987).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Entrepreneurship Education Consortium.; Small Business Administration, Washington, D.C.
PUB DATE- 87
NOTE- 144p.; Also sponsored by the United States Association for Small Business and Entrepreneurship.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Cooperative Planning; Curriculum Development; *Economic Development; *Entrepreneurship; Linking Agents; Networks; Postsecondary Education; *Program Development; Program Implementation; Rural Education; *School Business Relationship; Secondary Education; Shared Resources and Services; *Small Businesses; Statewide Planning; Youth Employment

Among the papers presented at this conference are the following: "Keynote Address," (Parish); "Small Business in the Year 2000," (Lichtenstein); "Making America Work Again," (Rennie); "U.S./Canadian Free Trade Negotiations," (Swed); "Ethical Considerations for Entrepreneurs and the Need for Preparing Entrepreneurs for Disappointment," (Lipper); "Closing Address," (Feingold); "We Make Money the Old-Fashioned Way: We Learn to Earn," (Booker); "Tradition Education--'FOR SALE'," (Aldous, Jacquet); "Experience in Enterprise," (Rochon, et al.); "Influence of Risk-Taking as a Cognitive Judgmental Behavior of Small Business Success," (Peacock); "Educating the Innovators: The CAMM Concept," (Good); "National Network Provides Model Programs To Foster Small Business Skills for Women and Minorities: A Panel Report," (VanBallenberghe; Etu); "Developing High School Entrepreneurs: A University/Vocational Educational Experiment," (Kerr, Nelson); "Improve Your Chances of Success: Program for Planning and Developing a Small Business," (Bendickson); "Field Tested Foundation for Tomorrow's Entrepreneurs," (Hamilton); "Teaching Small Business Management: Using Team-Teaching and Multiple Teaching Strategies," (Names); "Joining the Mainstream: A Training Program for Minority Entrepreneurs," (Donald, Atiba, Davis); "Building Teams for Success in Entrepreneurship Education," (Rago, McMullen); Abstract of "Pooling Your Local Resources to Develop a Business Assistance Center," (Terminello, Renz); "CEO Academy: An Educational Enterprise for Entrepreneurs," (Zibbel, Stevenson-Pope); "Economics of Business Education," (Mahr);

"Meeting Business Training Needs in Partnership with a Business Incubator," (Galloway, Ashenbrenner); "Rural Economic Development in Action," (Larsen, Farmer); "Potpourri: Innovation in Entrepreneurship," (Price); "Entreprenomics--California Gold," (Medina); "Statewide Business Assistance Networking through Local Community and Branch College," (Grissom); "Best for Employment," (Gregor, Schweller, Martin); "Y.E.S.--Youth Entrepreneurial Seminars," (Huebner, Rosemeier); "It's Nobody's Business but Your Own!" (Sims, Bowen); "Entrepreneurship Education: It's on the Rise," (Kluckman); "Community and Worker Owned Businesses: An Alternative to Business as Usual," (Hare); "Perspectives on Entrepreneurship," (Sutton); "Entrepreneurship Education Curriculum: A Task Analysis Approach," (Miller, Williams); and "Nebraska Small Business Development" (Targoff, Christensen, Bebris). (MN)

ED 289 971
CE 048 909

Employee Involvement: The Competitive Edge. Transactions of the IAQC Annual Conference and Resource Mart (9th, New Orleans, Louisiana, April 6-9, 1987).
Association for Quality and Participation, Cincinnati, OH.
PUB DATE- Apr 87
NOTE- 379p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Consultation Programs; *Employer Employee Relationship; Organizational Development; Participative Decision Making; *Quality Circles; Quality Control

Among the 96 papers presented at this conference are the following: "Team Building Techniques that Get Results" (Berg); "The Subtleties of Communication in Small Group Meetings" (Henry); "Feedback--Its Role in Team Building" (Lucas); "Group Dynamics--Success through Interaction" (Manning, Johnson); "The Able-Bodied Handicapped: Bridging the Gap" (Ranieri, Stephenson); "Customer-Driven Quality Management Program" (Abita et al.); "Quality Circles in a Data Processing Environment" (Evans); "New Experiences in Managing Conflict" (Greene); "Directed Quality Circles" (Jones); "Creativity" (Lemm); "Intuition" (Letize); "Work Analysis Approach to Problem Identification" (LoBue); "Competitive Edge Career Pathing" (Schaffer); "Creative Approach to Facilitator Development" (Swain et al.); "Steering Committees" (Donovan); "Hospital Pharmacy Quality Circle Educational Video for Nursing Personnel" (Forbidussi et al.); "Group Facilitators" (Saragovitz, Slevin); "Quality Circles, JIT, Deming Users, Juran Teams: The Link" (Amsden, Amsden); "Mainstreaming Quality Circles into the Corporate Culture" (Holmes); "Making (J)IT Work" (Jacobs, Ruddy); "Middle Management: Formula for Commitment" (Jones, Rhodes); "How to Get Organization Support" (Kaplan, Hara); "Hand in Hand--Expanding Your Employee Involvement While Increasing Management Support" (Moore, Wentworth); "Successful Integration of the Quality Circle Process with Task Forces at Los Alamos" (Ostenak); "First-Line Supervisors as Facilitators" (Pomraning, Dunnington); "Middle Manager Involvement in Employee Involvement" (Thompson); "Systems Refinement Teams: Organizational Adaptations to Quality Circles at Martin Marietta Michoud Aerospace" (Cozier); "The Evolution of Quality Circles into a Total Quality Improvement Strategy" (Mugno); "Can Quality Circles and Quality Improvement Processes Function Together to Enhance Employee Involvement?" (Robinson, McDonough); "High Touch in a High Tech Environment" (Schneider, Matt); "Implementing an Award-Winning Productivity Program in a White Collar Environment" (Torrence); "Fostering Creativity: A Consumer Report on Multiple Techniques" (Bostwick, Gelmini); "Evaluating the Quality Circle Activity" (Conklin); "Management Support Isn't as Critical--But Training Is!" (Honeycutt); "Measurement Is the Key: Charting Circle Success" (Peais); "Quality Circle Member Motivation" (Wiebe, Berg); "Pitfalls for the Unwary Quality Circle Facilitator" (Feldman); "The First Meeting...More Fun and Games...Getting Groups off on the Right Track" (Propersi); "The Juggling Act: Keeping Quality Circles a Top Priority" (Schimek); "Quality Circle Services Consulting Services" (Ingle); "John Hancock and ODI" (Sullivan, Youngwirth); "Management Attitudes and Actions that Create the Optimum Participatory Environment" (Kay); "Employee Involvement at Mercury Marine" (Seyfert); "Quality Circles Behind Bars in Missouri" (Werst, Miller, Miller); "How One School District Benefits from Quality Circles" (Wilson). (YLB)

ED 289 972
CE 049 048

El-Meligi, M. Helmy
New Educational Policy to Confront the Challenges of Technological Change in Egypt.
PUB DATE- Jul 87
NOTE- 23p.; Paper presented at the World Assembly of the ICET (34th, Eindhoven, The Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Change Strategies; *Educational Change; *Educational Policy; Foreign Countries; Nontraditional Education; Policy Formation; Position Papers; Postsecondary Education; *Program Improvement; Secondary Education; *Technical Education; *Technological Advancement
IDENTIFIERS- *Egypt

Egypt's educational system has divided its attention among a series of humanistic, social, and economic goals. Recently, however, the increasingly rapid pace of technological change within the country has caused Egyptian educational policymakers to place greater emphasis on reforming and updating its technical education system. The approach to reform that has been adopted includes the following: study of a more flexible type of education that is better able to respond to society's needs; establishment of open communication channels between technical and higher education; development of a specialized system to conduct research on occupations that should be emphasized in technical education programs, emerging occupations, and the long-range needs of Egypt's production and service sectors; establishment of experimental schools for technical education below the university level; and identification of the scientific and skill levels that must be achieved through technical education. The following have been identified as the initial steps that need to be taken to improve technical education in Egypt: expansion of technical education to a five-year system, construction of increased numbers of technical schools in collaboration with the production and service sectors, and coordination with the production and service sectors to continue students' training through their annual vacations (participation in such vacation programs being a graduation requirement). (MN)

ED 289 973
CE 049 064

A Tale of Three Cities. Security Education Employment Program.
National Crime Prevention Council, Washington, DC.
SPONS. AGENCY- Primerica Foundation, Greenwich, CT.
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- National Crime Prevention Council, 733 15th Street, NW, Suite 540, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; *Employment Programs; High Schools; Job Skills; *Job Training; Models; Program Descriptions; *Security Personnel; Vocational Education; *Youth Programs

This report discusses the Security Education Employment Program (SEEP), an employment and training program for high school students that matches students with opportunities in private security. It outlines the seven objectives established for the three-city test--job placements, exposure to the security profession, enhanced job skills, development of community partnerships, enrichment of school curriculum/experience, better-trained and more community-conscious security recruits, and student involvement in preventing crime. The report also draws lessons of interest to security professionals, employment specialists, youth workers, and educators. Lessons are grouped into subject areas: youth employment programs, youth development, community partnerships, versions of the program and how they work, potential problems, and program costs. Investments and dividends are listed for these participants: student/employee, school and school leaders, employer, professionals, community leaders, and community funders. The report describes what happened at each site--Harbor City Learning Center, Baltimore; Shaw High School, Cleveland; and Vashon High School, St. Louis--as well as program-wide. A final section presents questions to help determine whether a community should actively pursue starting a SEEP program. (YLB)

ED 289 974
CE 049 074

Manzone, Christine
A Call for Curricular Change: Bridging the Gap between School and Community Living.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Daily Living Skills; *Developmental Disabilities; *Educational Needs; *Education Work Relationship; High Schools; Mainstreaming; Mild Disabilities; *Program Improvement; *Relevance (Education); Skill Development; Special Education

The ability of the special education student to make a smooth transition into the adult world depends upon a number of criteria, beginning with the support and assistance of family, friends, and school personnel. An appropriate curriculum for high school students with mild disabilities should accomplish the same goal as one designed for all high school students: to prepare them to exit high school with the fundamental skills for becoming independent, contributing members of their communities. In order to accommodate students with developmental disabilities, changes should be made in four areas of the curriculum: (1) basic knowledge and skills such as reading, computation, and study skills; (2) academic knowledge and skills such as literature, chemistry, and history; (3) occupational knowledge and skills such as job finding and work experience; and (4) independent living knowledge and skills such as budgeting, home management, and social skills. In order to have more time to spend on basic, occupational, and independent living skills, developmentally disabled students may have to spend less time on academic subjects. School systems need to address these areas more closely by having their curriculum meet the needs of their students. By careful reorganization of the curriculum, the gap between school and adult life may be diminished. (KC)

ED 289 975
CE 049 209

Mannebach, Alfred J., Comp.
Attaining Excellence in the 80's. Research in Agricultural Education. Proceedings of the Annual National Agricultural Education Research Meeting (14th, Las Vegas, Nevada, December 4, 1987).
American Vocational Association, Arlington, VA. Agricultural Education Div.

PUB DATE- 4 Dec 87
NOTE- 361p.
AVAILABLE FROM- School of Education, U-93 University of Connecticut, Storrs, CT 06268 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; Agribusiness; *Agricultural Education; *Computer Assisted Instruction; Educational Needs; *Educational Research; Employer Attitudes; Females; Higher Education; Inservice Teacher Education; Job Skills; Microcomputers; Needs Assessment; Preservice Teacher Education; Secondary Education; Teacher Attitudes; *Teacher Education; *Teaching Methods; *Vocational Education; Vocational Education Teachers

Among the 36 research papers and critiques are "A Comparison of 1972 and 1980 Secondary Agricultural Education Students" (Navaratnam, Oliver); "A Day Late and a Dollar Short" (Moore); "Assessment of Preservice Preparation by Recent Graduates of Agricultural Education Programs" (Yahya, Burnett); "Characteristics and Activities of Vocational Agriculture Teachers and FFA Chapters Related to Participation in Community Development" (Malpiedi, Voth); "Current Status of Women Teachers of Vocational Agriculture in Ohio and Their Perceptions of Their Place in the Profession" (Knight); "Educational Strategies and Extent of Cooperation with Agri-Educators by Selected Agribusinesses" (Ubadigbo, Gamon); "Effectiveness of Two Instructional Modes for Teaching Vocational Agriculture Students of Differing Learning Styles" (Howard, Yoder) "Effect of Feedback on Selected Teaching Behaviors of Agriculture Teacher Educators" (Woodley, Kotrlik); "Employers' Perceptions of Technical and Nontechnical Skills Needed by Horticultural Employees" (O'Neal, Henderson); "Factors Associated with Preferred Learning Styles of Vocational Agriculture Students" (Cox et al.); "How Do They Compare? The Opinions of Vocational Agriculture Teachers toward State Supervision and Teacher Education in Agriculture" (Lelle, Kotrlik); "Identification of Science-Related Competencies Taught in Vocational Agriculture Programs" (Moss); "Mathematical Problem-Solving Skills in Agricultural Mechanics of Undergraduate Students" (Gliem et al.); "Mathematical Problem-Solving Skills of High School Vocational Agriculture Teachers and Students" (Persinger, Gliem); "Microcomputers and Instruction" (Ogle); "Opinions of School Administrators Regarding Selected Aspects of Vocational Agriculture Programs" (Jewell); "Pedagogical Inservice Needs and Activities of Postsecondary Agriculture Instructors" (Harmon, Mortensen); "Perceptions of Vocational Agriculture Students and Teachers about the Role of Vocational Agriculture in Rural Schools" (McCracken); "SOE Programs in Illinois" (Osborne); "Teacher Presage Variables and Quality Supervised Occupational Experience" (Makin, Miller); "The College Preparatory Curriculum and Academic Performance in College" (Warmbrod, Doerfert); "The Effect of Participation in Secondary Vocational Agriculture on Success in Postsecondary Education" (Rudolph, Yoder); "The Evolution of the Problem-Solving Approach in Agricultural Education" (Lass, Moss); "Video-Simulation as a Computer Applications Instructional Technique for Agricultural Professionals and Students" (Atherton, Buriak); "Assessment of Three Microcomputer Teaching Strategies in Vocational Agriculture" (Birkenholz et al.); and "Job Satisfaction of 4-H Agents of the Cooperative Extension Service" (Marshall, Burnett). (YLB)

ED 289 976
CE 049 210

New Directions for Training and Development: Problems and Solutions.
American Society for Training and Development, Ames, IA. Iowa Chapter.

PUB DATE- 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Industrial Training; *Job Training; *Management Development; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; *Staff Development; Supervisory Training; *Training Methods; Transfer of Training

Based on a needs assessment survey of American Society for Training and Development members, this sourcebook provides practical information for trainers in business and industry. The guide is organized in five chapters: "Program Evaluation: A Model for Technical Programs" (Dan Gehler); "Transfer of Training: Readiness--Have We Thought about It" (Vicki Thorland-Oster); "Needs Assessment: Where's the Secret Formula?" (Michael Blackburn); "Management Development Programs" (Jim Hayward); and "Career Development within the Workplace" (Sally Walker). (KC)

ED 289 977
CE 049 240

Hendrix, Laborn J.
Fundamentals of Concrete and Cement Masonry. Instructional Materials.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 87
NOTE- 1,099p.; Document contains colored paper.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 ($60.00 members and educators; all others $90.00).
LANGUAGE- English
EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Cement Industry; Competency Based Education; *Construction Materials; Learning Activities; *Masonry; Postsecondary Education; State Curriculum Guides; Student Evaluation; Tests; *Trade and Industrial Education; Units of Study

This curriculum guide provides materials for a course of instruction designed for training concrete masons who will make their careers in construction. It contains 4 sections and 18 instructional units in a standard format. Eight basic components that form a unit of instruction are performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on specific objectives, transparency masters, supplements, assignment sheets, or job sheets may not be included. The five units in the introduction section concern the free enterprise system, America's infrastructure, industry orientation, history of cement industry, and safety and basic first aid. Section 2, which supplies related information, contains units on basic math, measuring, basic plan reading, and estimating. Section 3, which concerns fundamentals of concrete construction, has 4 units on concrete ingredients, designing concrete mixes, admixtures, and specifications and testing. The five units in the final section focus on forming tools, hand tools, power tools, miscellaneous equipment, and leveling instruments. (YLB)

ED 289 978
CE 049 241

Duncan, Betty
Allied Health Careers Instructional Workbook.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 87
NOTE- 646p.; Printed on colored paper. For an instructional supplement, see CE 049 242.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Street, Stillwater, OK 74074 (Workbook and supplement: in-state--$33.00, out-of-state--$83.00).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; *Anatomy; *Basic Skills; Behavioral Objectives; Competence; Course Content; Health Education; *Learning Activities; Mathematics; *Physiology; Postsecondary Education; State Curriculum Guides
IDENTIFIERS- *Oklahoma

This instructional workbook contains 24 units to be used by beginning students in allied health care occupations courses. The units are organized in four sections that cover the following topics: introduction to allied health careers, health/wellness, basic sciences, and basic anatomy and physiology. Each unit contains a unit objective, specific objectives, information sheets, and assignment sheets. Assignment sheets are designed to be filled in by students as they study the units. (KC)

ED 289 979
CE 049 242

Duncan, Betty
Allied Health Careers Instructional Supplement.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 87
NOTE- 931p.; Portions printed on colored paper. For a related workbook, see CE 049 241.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Street, Stillwater, OK 74074 (Workbook and supplement: in-state--$33.00, out-of-state--$83.00).
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; *Anatomy; Basic Skills; Behavioral Objectives; Competence; Health Education; Learning Activities; Lesson Plans; Mathematics; Mathematics Instruction; *Physiology; Postsecondary Education; *Science Instruction; State Curriculum Guides; Teaching Methods; Test Items; Transparencies
IDENTIFIERS- *Oklahoma

This curriculum guide contains 24 instructional units organized in four sections. The sections cover the following topics: introduction to allied health careers, health/wellness, basic sciences, and basic anatomy and physiology. Each unit contains eight basic components: performance objectives, suggested activities for the teacher, supplements, transparency masters, information sheets, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes and are designed to be used in more than one lesson or class period of instruction. (KC)

ED 289 980
CE 049 243

CATV Aerial Construction Course. Model Vocational Education Project for Special Needs Incarcerated Youth.
Elgin Community Coll., Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept.

of Adult, Vocational and Technical Education.

PUB DATE- Jun 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cable Television; Check Lists; *Correctional Education; Curriculum Guides; *Electricity; Job Skills; Postsecondary Education; *Safety; Secondary Education; Service Occupations; Student Evaluation; *Trade and Industrial Education; Two Year Colleges

This curriculum guide provides materials for a course to enable a student to meet the entry-level requirements of the cable industry as an aerial construction crew member. It is appropriate for a juvenile correctional facility, high school, or junior college. The course is intended to be completed in a minimum of 150 hours, including time in both the classroom and aerial practice field. It includes an introduction to the history of cable television (CATV), an overview of the entire process of cabling a city, a discussion of safe construction of the aerial portion of the plant, job survival skills, and job safety. Fourteen units cover 28 objectives. The 14 units are introduction, safety, electricity, preconstruction phase, mapping, pole framing, climbing, ladders, drilling, stranding, cabling, splicing, survival skills, and inventory. For each objective these components are provided: task, performance objective, setting, performance guide, resource list, and checklist for student evaluation. Appendixes include primary and secondary vocabulary lists, a curriculum checklist, and a listing of sources of materials. (YLB)

ED 289 981
CE 049 245

Cahill, Michele; And Others
In School Together. School-based Child Care Serving Student Mothers.
A Handbook.
Academy for Educational Development, Inc., New York, N.Y.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-89492-061-8
PUB DATE- 87
NOTE- 136p.
AVAILABLE FROM- Academy for Educational Development, 680 Fifth Avenue, New York, NY 10019 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Day Care; *Day Care Centers; Delivery Systems; Early Parenthood; Guidelines; High Schools; *High School Students; *Program Development; *Program Implementation; School Involvement; *School Role; *Unwed Mothers
IDENTIFIERS- *School Based Child Care Centers

Each year, half a million teenagers become mothers in the United States. School-based child care programs are a positive way for educational institutions to encourage young mothers to return to or stay in school, prepare for employment, and acquire accurate information about child development and appropriate parenting practices. This handbook was designed to be a practical "how-to" guide for creating school-based child care centers. It leads the reader through all phases of the development process, including support strategies, staffing, program and policies, funding, and evaluation. In developing the handbook, staff from the Academy for Educational Development's Support Center for Educational Equity for Young Mothers conducted a thorough survey of the program history, philosophy, and delivery arrangements in many school-based child care programs throughout the country. Six sites representing a diversity of settings and approaches were selected for intensive investigation, including in-depth interviews with key actors --motivators, innovators, strategists, program planners, care givers, and student parents. The guide describes how each center began, how it gained acceptance in the school community, and how it became an excellent program. It includes advice from those who have organized and operated such centers. An extensive list of additional resources makes up the final chapter. (KC)

ED 289 982
CE 049 247

A Study of Occupational Opportunities for Chicago Youth. DACUM Task Analysis and Survey Verification. Locally Verified Task Lists.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 87
NOTE- 179p.; For a related document, see ED 287 099.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auto Mechanics; Carpentry; *Clerical Occupations; *Competence; Competency Based Education; Cooks; Curriculum Development; Drafting; *Job Analysis; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; *Task Analysis; Vocational Education; Word Processing
IDENTIFIERS- *DACUM Process

This document contains the new and verified task lists for 10 occupations: shipping and receiving clerk; general office clerk; billing, cost, and rate clerk; order clerk; accounting clerk; typist/word processor; drafter; cook; automobile mechanic; and carpenter. The DACUM (Developing a Curriculum) process task analysis and survey verification and the sample questionnaire are included for the first four occupations. The four DACUM task lists were developed using the DACUM approach. Panels of expert workers within an occupational area were asked to identify job competencies such as knowledges, skills, and abilities required to perform the job successfully as a basis for competency-based curriculum development. Approximately one week after the panel was conducted, each panelist was mailed a task analysis and survey verification form containing a list of task statements and job competencies identified during the task development process. Panelists ranked the skills in order of importance and added other skills as needed. The National Alliance of Business worked with the Chicago Public Schools to conduct the local verification of the other six occupations. (KC)

DOCUMENT RESUME

ED 289 983
CE 049 257

Elliott, Ronald T.
South Carolina Guide for Selling.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 87
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Distributive Education; Employment Opportunities; Job Skills; Learning Activities; Marketing; *Salesmanship; Sales Occupations; *Sales Workers; Secondary Education; State Curriculum Guides; Student Evaluation

This curriculum guide provides materials for a secondary course in salesmanship. It contains 6 units that cover 33 competencies. Each competency is presented in a standard format: performance objective, resources, teaching activities, evaluation, and supplementary materials, including an information sheet, exercises, and checklists. Units and representative competencies include (1) describing selling (define, describe history, distinguish selling, describe types), (2) preparing for success (develop positive attitude and professional appearance, develop effective communication skills, acquire product knowledge, determine approaches, know market and prospect, use market support), (3) using sales process (approach prospect, create interest in product/service, use benefits to convince customer, create desire for product/service, overcome objections, close sale), (4) acquiring selling techniques (manage time and/or territory, develop customer perceptions, recognize customer buying signals, use add-on selling techniques, use substitute selling, try trial close), (5) using sales support activities (know company policy/procedures, know company organizational structure, process company forms and reports, know inventory, use sales-related equipment), and (6) identifying sales opportunities (identify job opportunities, prepare resume, complete applicant form, complete job interview, adapt to new job). (YLB)

ED 289 984
CE 049 258

Empowering the CBE Practitioner. Proceedings of the Annual CBAE National Conference (11th, Washington, D.C., October 20-21, 1987).
American Association for Adult and Continuing Education, Washington, DC. Adult Competency Education Unit.
PUB DATE- Oct 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Education; *Competency Based Education; Corporate Education; Educational History; *Educational Legislation; Federal Legislation; High Risk Students; Postsecondary Education; *Program Development; *Program Implementation; Refugees; Staff Development; Statewide Planning

These proceedings include a brief overview of the 11th Competency-Based Adult Education (CBAE) Conference along with the texts of the following conference presentations: "National Legislative Update" (Patricia M. Keeton); "Adult School/High-Risk Youth Connection--Is There One?" (Joellen Bruce); "Overview of Adult ESL Programs: A National Perspective" (Joyce Fowlkes Campbell); "Northern Virginia/Metro Refugee Training Program" (Inaam Mansoor, Beverly Brewer Irons, Peter Neal, Hayib Sosseh); "Maryland Adult Performance Program (Project MAPP) Implementation Plan" (Lynne Weller, Patricia M. Keeton); "ABE Statewide Staff Development Programs: Analysis of Program Dimension, Characteristics, and Contextual Factors" (Judith Crocker); "Adult Education in Business and Industry" (Judith Alamprese); "History of CBAE: Part One" (John Boulmetis); and "Voyage of the C-Beagle" (John Boulmetis). A conference agenda is also included. (MN)

ED 289 985
CE 049 260

Duggan, Paula
Literacy at Work. Developing Adult Basic Skills for Employment. Education-Economic Development Series 2.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
PUB DATE- 85
NOTE- 33p.
AVAILABLE FROM- Northeast-Midwest Institute, Publications Division, 218 D Street, SE, Washington, DC 20003 ($5.00, plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; *Economic Development; Employer Employee Relationship; *Illiteracy; *Literacy Education; Productivity; School Role
IDENTIFIERS- Employer Role

This volume is part of a series that is designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. The discussion identifies steps that businesses, education communities, and public policymakers can take to define literacy standards and raise basic competency levels in reading, writing, and mathematics. It argues that programs to improve literacy can also increase employment and productivity in the economy. The first chapter looks at the dimensions of the literacy problem in the United States, including the particular case of dislocated workers. Chapter 2 describes some responses of employers to illiteracy. Recommendations are made for actions by company officials. Chapter 3 groups actions that schools and public agencies can take in two categories: improve the assessment capacity and increase the flexibility of educational institutions. Recommendations are listed. Chapter 4 discusses state and federal responses to the problem. A bibliography is appended. (YLB)

ED 289 986
CE 049 261

Brisson, Candice
Education Inc. How Schools Strengthen the Local Economy.
Education-Economic Development Series 3.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
PUB DATE- 86
NOTE- 56p.
AVAILABLE FROM- Northeast-Midwest Institute, Publications Division,
218 D Street, SE, Washington, DC 20003 ($8.00, plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Economic Development; *Educational
Finance; Elementary Secondary Education; Public Schools; *School
Community Relationship; *School District Spending; *School Role

This volume is part of a series that is designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. It challenges school superintendents, school board members, and their staffs to examine the impact of public schools on the economic health of their communities and recognize their roles in local development. The study describes the local public school system as one of the largest businesses in a community and casts the superintendent as the chief executive officer of a major enterprise. Discussion and examples guide administrators toward reviewing their roles in economic development. The monograph encourages them to reconsider traditional school system spending and its effects on the local economy and asks them to think more creatively about educational resources in a less familiar context--as economic and social development tools. A case study presents the efforts of the Columbus, Ohio, school system to maintain quality in teaching and help the local economy. Workbook-style questions following the text and a bibliography encourage administrators to assess their system's policies in this new context. (YLB)

ED 289 987
CE 049 262

Duggan, Paula; Mazza, Jacqueline
Learning to Work. Improving Youth Employability. Education-Economic Development Series 4.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
PUB DATE- 86
NOTE- 46p.
AVAILABLE FROM- Northeast-Midwest Institute, Publications Division, 218 D Street, SE, Washington, DC 20003 ($8.00, plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Career Education; *Economic Development; *Employment Potential; *Employment Programs; *Job Skills; Secondary Education; Unemployment; Vocational Education; Vocational Maturity; *Youth Employment; *Youth Programs

This volume is part of a series that is designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. This monograph examines programs that develop the employment potential of those youth who are not likely to make it on their own. It first looks at the problem of youth unemployment and describes the components of employability--the skills, attitudes, and behaviors that make a young person ready for a job. The following three chapters describe some activities business, education, and government leaders have undertaken; provide examples of business-education partnerships; and draw on current research to provide recommendations for action. Suggestions are made to policymakers in education, business, and government on contributions they can make in each of the four areas of employability development: basic skills, pre-employment competency, work maturity, and occupational skills. Activities to promote pre-employment competency and work maturity are combined in the discussion, as they are in many youth programs. The recommendations at the end of each chapter are intended to guide the way toward more effective strategies to prepare youth for work. A bibliography is appended. (YLB)

ED 289 988
CE 049 263

Duggan, Paula; Bartsch, Charles
Reemploying UI. Unemployment Insurance, Training, and Job Creation. Education-Economic Development Series 5.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
PUB DATE- 87
NOTE- 30p.
AVAILABLE FROM- Northeast-Midwest Institute, Publications Division,

218 D Street, SE, Washington, DC 20003 ($5.00, plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Adults; Career Education; *Dislocated Workers; *Economic Development; Entrepreneurship; *Job Development; *Job Training; *Unemployment; *Unemployment Insurance
IDENTIFIERS- Self Employment

This volume is part of a series designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. It focuses on the question that public officials face in addressing structural dislocation and long-term unemployment: whether to continue only to support those unemployed or to institute new policies to get them reemployed. Two chapters explore ways that public and private sector leaders can help to turn unemployment insurance from a passive income-maintenance program into an active tool for economic adjustment. Training in and promotion of self-employment are specifically discussed. The final chapter includes recommendations on how educational institutions as well as federal and state policymakers can participate in this new adjustment approach and contribute to the self-sufficiency of individuals and the economic health of their communities. A bibliography is appended. (YLB)

ED 289 989
CE 049 264

Ricciuti, Renzo; Resnick, Harold
Occupational Education and Industrial Policy: Vocational Education Teacher Approval Survey. Occasional Paper 1.20.
Massachusetts Univ., Boston. Inst. for Learning and Teaching.
PUB DATE- Mar 87
NOTE- 18p.; For a related study, see Ed 146 410.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Policy; Higher Education; *Professional Continuing Education; *State Standards; *Teacher Certification; Teacher Qualifications; *Teacher Selection; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Teacher Competencies

A study compared the professional certification regulations and practices of 16 states regarding the initial acceptance, required preparation, and ongoing professional development of vocational teachers. The survey data consisted of copies of vocational teacher certification requirements and telephone interviews with representatives from the state departments of education in the following states: Arkansas, California, Florida, Illinois, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, Ohio, Pennsylvania, Rhode Island, Texas, Vermont, Virginia, and Wisconsin. Certification requirements and professional development practices varied widely from state to state. Mandatory in-trade experience requirements ranged from one year or less to a maximum of five years, and 9 of the 16 states performed no mandatory technical testing, relying instead on work experience as the sole criterion for determining adequate technical competence. Only four states had mandatory written and practical examinations to validate applicants' technical skills. In 9 of the 16 states, one basic course (3-9 semester hours) was required for initial certification, and only 2 states had what could be termed extensive academic requirements. Four states required virtually no higher education even for permanent certification, although 7 required approximately 60 semester hours and 2 required a baccalaureate degree. These results were practically the same as those of a study conducted nearly a decade ago. (MN)

ED 289 990
CE 049 265

Balint, Marilyn
Development of an Intravenous Therapy Module for Second Year Registered Nursing Students.
PUB DATE- Jan 88
NOTE- 81p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Biomedical Equipment; Equipment Maintenance; *Equipment Utilization; Learning Activities; Learning Modules; Material Development; *Medical Services; *Nursing Education
IDENTIFIERS- *Intravenous Therapy

A study aimed at developing an intravenous therapy module for second-year registered nursing students is described in this practicum report. The report's five chapters define the underlying problem and purpose of the study; discuss the history of intravenous therapy and the significance of the module to the host institution; review the relevant literature; describe procedures used to complete the practicum; present the study findings with their implications; and make recommendations for implementing and validating the module. Four appendixes include parenteral infusion guidelines, an outline of critical elements for intravenous therapy, an outline of the individual therapy module, and a schedule and plan for use in presenting the module which includes lists of equipment needed for intravenous therapy labs. The parenteral infusion guidelines list the procedures that are prohibited for students and outline the procedures for setting up and maintaining an infusion. The list of critical elements for intravenous therapy details the steps involved in 12 procedures for setting up, maintaining, and adjusting intravenous infusions. The learning module lists 15 content areas ranging from: identifying common intravenous administration equipment and setting up and maintaining primary and secondary lines and volume-controlled sets to solving math problems related to intravenous credits. Also included in the module are a statement of purpose, time allotment, procedural outlines, lists of student and teacher responsibilities, assignments, testing procedures, and worksheets. (MN)

ED 289 991
CE 049 266

Newman, Edward; And Others
Barriers to Employability of Persons with Handicaps: A Bi-National Study in the United States and Israel. Executive Summary.
Temple Univ., Philadelphia, Pa.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 87
NOTE- 24p.
CONTRACT- J-9-E-3-0172
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Disabilities; *Employment Opportunities; *Employment Potential; *Employment Problems; Foreign Countries; Outcomes of Education; Program Content; *Rehabilitation Centers; *Vocational Rehabilitation
IDENTIFIERS- *Israel; United States

A study compared the barriers to employment facing handicapped persons in Israel and the United States. Five vocational rehabilitation centers (two in the United States and three in Israel) were examined. Each was studied in terms of the type of center, population served, goals, nature and scope of services provided, sources of income, staff and staffing patterns, organizational structure, architectural accessibility, geographical area served, local labor market conditions, and business and industrial bases in the area. Greater variation was found among the centers in each country than between the countries with respect to stated rehabilitation goals, nature and scope of services provided, and staff-to-client ratios. Centers were 100 percent government-supported in Israel but only 59-90 percent government-supported in the United States. A greater proportion of the clients served in the U.S. were mentally retarded, whereas the Israeli centers served a greater proportion of physically disabled clients. A pyramid structure was more evident in the U.S. centers as were unemployment problems in the areas surrounding the centers. Considerable differences in opinion concerning the most important outcomes of vocational rehabilitation were evident. The three most important outcomes identified in the United States were competitive employment, stable employment (sheltered or competitive), and increases in total income, whereas improved independent living, increased wages, and increased job satisfaction were the three most important outcomes identified in the Israeli centers. (MN)

ED 289 992

CE 049 269

Project Excellence. Final Report July 1, 1986 to June 30, 1987. A Report on the Development and Field Testing of a State-wide Evaluation System for Adult Education in the Commonwealth of Kentucky.
Morehead State Univ., Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 87
NOTE- 88p.; Study conducted in conjunction with the Adult & Continuing Education Consultants, Inc.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Education; Evaluation Criteria; *Evaluation Methods; Field Tests; *Peer Evaluation; *Program Evaluation; *Statewide Planning; *Systems Approach; Teamwork
IDENTIFIERS- 310 Project; *Kentucky

In an effort to improve upon Kentucky's existing system for evaluating adult basic education (ABE) programs within the state, an ongoing peer evaluation system was developed and pilot tested. The system was based on a learning center evaluation instrument that was developed by Kentucky Learning Center teachers in January 1985; the "Quality Standards for Adult Education Programs," which were developed and disseminated through the U.S. Department of Education's Division of Adult Education; and an evaluation program, entitled "Project Quality," which was developed and implemented by the Adult and Continuing Education Section of the Illinois State Board of Education. Ten adult educators (teachers and administrators) were selected to lead the project's evaluation teams. They received two days of intensive training in the philosophy of the evaluation process and took part in the actual on-site evaluation of two programs. These team leaders then worked with a total of 25 evaluation teams to evaluate 11 adult education programs throughout the state. The team approach to conducting peer evaluations turned out to be very successful. Not only did the evaluations benefit the programs being evaluated, but they had a positive impact on the evaluation team leaders and team members and on their efforts to improve their own programs. (Appendixes include the quality standards for adult education and the ABE program evaluation instrument used during the field test.) (MN)

ED 289 993
CE 049 272

Langford, Frances P.
Successful International Adult Education Programs.
PUB DATE- Oct 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Comparative Analysis; Economic Development; *Educational Change; Educational Practices; Foreign Countries; *International Programs; *Program Effectiveness
IDENTIFIERS- Freire (Paulo); Marx (Karl); United Nations; World Bank

An examination of international adult education programs that have proved to be successful indicates that the key elements of success are nonmaterial in nature. Unity in spirit and action, equality of the sexes, elimination of prejudice, practice of the art of consultation, trustworthiness, and the preservation of human dignity and honor appear to be the basic principles for success in international adult education programs. After the failure of many of its original international adult education programs, the United Nations began reconsidering its field operations in the areas of education and social and economic development. It began revising its original top-down approach and promoting smaller, grassroots efforts through local or nongovernmental agencies. Increasingly, the United Nations and the World Bank began to encourage and focus on community participation. Despite their emphasis on upsetting the existing order and elevating the masses, the Marxist and Freirian models were much like other Western models of international adult education in that they are all based on a paternalistic attitude that viewed villagers as helpless and without means or dignity. Because of these attitudes, planners failed to consult with local residents when designing programs. This undermined any hope of unity of effort, which in turn resulted in disgruntlement and rebellion on the part of those toward whom the programs were targeted. What is needed instead of this paternalistic attitude is a dynamic relationship of spiritual trust between participants (educators and learners) and material means to create solutions to world problems. (MN)

ED 289 994
CE 049 273

A Guide for Local Occupational Program Planning.
Iowa State Occupational Information Coordinating Committee, Des Moines.

PUB DATE- 85
NOTE- 99p.; For a related document, see CE 049 274.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Interpretation; *Information Sources; *Information Utilization; *Labor Market; Needs Assessment; *Occupational Information; Program Development; *Vocational Education
IDENTIFIERS- Iowa

This guide is intended to assist planners in developing and using labor market and occupational information when assessing the need for and planning occupational training programs. The first chapter discusses the responsibilities of various federal, state, and local entities for developing labor market information. Special attention is given to the role of the Iowa State Occupational Information Coordinating Committee. The three major components of labor market information--economic or labor force, occupational, and demographic information--are examined. The remainder of the guide deals with the following steps in using labor market information in the four-step process of program assessment/evaluation, resource assessment, authorization, and implementation or termination: list creation (gathering ideas for programs and translating program ideas into occupations); list refinement (reducing lists to the most appropriate occupations and grouping occupations into programs); labor market assessment (reviewing published labor market information, gathering additional information, and reviewing findings with an employer advisory committee), and program design (designing a curriculum and determining needed instructor expertise). (MN)

ED 289 995
CE 049 274

Iowa Microcomputer Occupational Information Network (MICRO-OIN). Statewide Report.

Iowa State Occupational Information Coordinating Committee, Des Moines.

SPONS. AGENCY- National Governors' Association, Washington, D.C.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Feb 86
NOTE- 510p.; For a related document, see CE 049 273.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Information Networks; Labor Market; *Microcomputers; *Occupational Information; State Programs
IDENTIFIERS- *Iowa Microcomputer Occupational Info Network

This report is intended to provide employment, training, and education program planners with information on using the Iowa Microcomputer Occupational Information Network (MICRO-OIN). The first section provides an overview of the Iowa State Occupational Information Coordinating Committee. The following topics are covered: the objectives, target audience, and scope of the general system; terminology used in describing the system; definitions, resources, and application notes for data content; limitations in the use of the data; occupations and training programs covered in the system; organization of the data into clusters; and substate areas for which data are available. The Iowa Occupational Information Network and its contents are described in section 2. The third and longest section includes the demand report, supply report, and analysis information for the state of Iowa. The fourth section contains indexes to programs, occupations, and clusters used in the MICRO-OIN as well as other references intended to

assist system users. (MN)

ED 289 996
CE 049 275

Kerka, Sandra
Adult Career Counseling: An Interactive Model. Overview. ERIC Digest No. 65.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.; Document contains small print.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Career Counseling; Counseling Objectives; *Counseling Techniques; Disabilities; Dislocated Workers; Displaced Homemakers; *Interaction; Limited English Speaking; Models; Prisoners; Special Programs; *Systems Approach
IDENTIFIERS- ERIC Digests; Older Workers

A comprehensive delivery system offers several advantages in career counseling programs serving adult clients. Systematic delivery is advantageous because of its developmental emphasis, effective use of resources, amenability to change, provisions for built-in ongoing evaluation, and focus on process and product. A comprehensive adult career counseling delivery system includes the following components: needs assessment, resource assessment, goal setting, planning, establishment of specific objectives, program development, implementation, evaluation, and modification. Vetter et. al. (1986) have developed a six-point interactive model for adult career counseling programs. The model provides for intake (obtaining formal information about the client and establishing a foundation for the counseling relationship); formal assessment (analyzing clients' strengths, weaknesses, attitudes, values, and interests with enough flexibilty to address the needs of special populations); exploration and information gathering (to identify and clarify work values, interests, and skills and to facilitate exploration of specific occupations); decision making (identifying, prioritizing, and selecting alternatives); planning (translating the information gathered in the preceding stages into action); and transition (entry into a training program, education program, or job). Care must also be taken address the special career planning needs of dislocated workers, displaced homemakers, long-term unemployed persons, limited-English proficient individuals, adults with disabilities, incarcerated persons, and older workers. (MN)

DOCUMENT RESUME

ED 289 997
CE 049 276

Naylor, Michele
Vocational Education in Community-Based Organizations. Overview. ERIC Digest No. 66.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.; Document contains small print.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agency Role; *Community Education; *Community Organizations; *Cooperative Planning; Coordination; Educational Cooperation; Models; Postsecondary Education; Program Content; *School Community Programs; *School Community Relationship; *Vocational Education
IDENTIFIERS- ERIC Digests

Because of their special ties to the community, community-based organizations (CBOs) are often able to be more responsive to the needs of local or special populations than can mainstream institutions such as schools and government-funded employment services. CBOs such as Service Employment Redevelopment (SER), the National Urban League, and Operation Mainstream have been especially effective in working with disabled, disadvantaged, minority, and limited-English speaking individuals. Despite their advantages, most CBOs are not in a position to provide the highest-quality vocational programs on their own--hence the need for collaboration between CBOs and vocational education. A wide array of partnerships are possible, depending on such factors as the size and resources of the CBO in question, its target clientele, its overall goals, and the types and extent of services that it has developed on its own. Possible foci for partnerships between a CBO and vocational education include vocational orientation and counseling, remedial education, career education in an alternative high school setting, employment and work experience programs, and combined/comprehensive programs. The barriers that have been found to interfere with some CBO/vocational education partnerships, such as "turf" problems, unwillingness to expend funds for services that another agency can provide, and interagency competition for clients, can often be overcome by careful preliminary planning and face-to-face meetings between the collaborating parties to foster an understanding of each other's goals and concerns and to develop mutually suitable goals and strategies. The Opportunities Academy of Management Training has developed a 12-point plan for establishing local partnerships and a 7-point plan for establishing state partnerships. (MN)

ED 289 998
CE 049 277

Harrison, Cheryl
Education for Tomorrow's Vocational Teachers. Overview. ERIC Digest No. 67.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.; Document contains small print.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Needs; *Futures (of Society); Needs Assessment; State of the Art Reviews; *Teacher Education; Teacher Qualifications; *Teacher Responsibility; Teacher Role; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- ERIC Digests

Being an effective vocational teacher today means having knowledge and/or experience in four areas: a specific skill area; instructional planning, implementation, and evaluation; classroom and laboratory management; and occupational experience. Tomorrow's vocational teachers will need to be competent in all of these areas, but they will also need to develop skills in areas that may seem distant from their primary teaching duties. The need to help students develop employability skills and higher-order thinking skills is becoming more evident. Vocational teachers will be called upon with increasing frequency to address individual needs in their classroom. Teachers will have to manage experiential learning programs, both in and out of the classroom. Teachers will likely be expected to become more involved in public relations work, and they will face increasing demands from the standpoint of keeping up to date in their specialties and professional development. The Holmes Group report, "Tomorrow's Teachers," and the Carnegie Forum report, "A Nation Prepared: Teachers for the 21st Century," have outlined similar proposals for reforming teacher education. Many of these proposals (for example, creating a national board of standards and relating teacher incentives to student performance) have raised serious debate. Regardless of the outcome, it is likely that change in vocational teacher education will come about, not only because of the reform reports but also because of other pressures within the education community. The final effects of the reform movement will likely be felt in the next decade. (MN)

ED 289 999
CE 049 282

Oliver, Leonard P.
Study Circles. Coming Together for Personal Growth and Social Change. A Report on This Long-Standing Phenomenon in Adult Education as It Has Been Integrated into Swedish National Life and Is Now Being Applied in North America.
REPORT NO.- ISBN-0-932020-47-X
PUB DATE- 87
NOTE- 182p.
AVAILABLE FROM- Seven Locks Press, 7307 MacArthur Blvd., #213, Bethesda, MD 20816 ($9.95; 2-4 copies: $8.95; 5-9: $7.95; 10-24: $6.95; 25-99: $5.98; 100-499: $5.50; 500 or more: $4.98).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Case Studies; *Discussion Groups; Educational History; Foreign Countries; Futures (of Society); *Individual Development; *Nonformal Education; Public Policy; Self Actualization; Self Help Programs; *Social Change
IDENTIFIERS- *Study Circles; *Sweden; United States

The study circle concept, now almost a century old, is by far the most popular form of adult education in Sweden. Swedish study circles are sponsored by 10 national educational associations that receive substantial annual subsidies from the national government. Together with 140 folk high schools (residential adult programs), university short courses, correspondence study, and distance learning, study circles enable Swedish citizens to understand and participate more fully in their communities and nation. Although there have been few methodical studies of Swedish study circles, most reports (from Swedes and foreigners alike) have uncritically praised the study circle movement and encouraged its duplication abroad. The Swedish study circle model appears quite compatible with America's long-standing tradition of open discussion and debate of public policy issues; indeed, the Swedish study circle model has been successfully transplanted into American culture in several instances. Two notable examples are the National Issues Forums (sponsored by the Domestic Policy Association in Dayton, Ohio) and the Bricklayers and Allied Craftsmen's Study Circle Program (which began in 1986). These two programs prove that the study circle model can work in the United States. The issue of introducing study circles in the United States is not simply a matter of importing a useful and attractive form of adult education; rather, study circles must be integrated into an organizations overall educational program and must be supported by organizational leaders as effective ways of clarifying and furthering organizational goals and responding to adults' need to participate. (MN)

ED 290 000
CE 049 327

Bauer, Else; And Others
Outcome Based Curriculum Development Project Including the Areas of Pre-Literacy, Literacy, Community/Home Coping Skills. Final Report.
Provo City School District, Utah.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 9 Sep 85
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Reading Programs; Behavioral Objectives; Bibliographies; *Coping; *Curriculum Development; *Daily Living Skills; Diagnostic Tests; Home Economics; *Limited English Speaking; *Literacy Education; Pretests Posttests; Student Placement

Curriculum materials are provided for three areas within the adult learning program in the state of Utah: preliteracy, literacy, and community/home coping skills. The preliteracy segment is designed for students (especially refugees) who have not been raised in an American cultural environment. The three sections are listening, speaking, and community orientation. The literacy segment is intended to meet the needs of beginning and nonreaders who want to improve reading skills. It includes instruction in supporting literacy skills, writing, spelling, and speaking. The segment on community/home coping focuses on competencies necessary for daily living and is written at a grade 9-12 level. Units cover consumer economics, occupational knowledge, community resources, health, and government and law. Each segment begins with comments and recommendations. For each section within a segment the following materials are provided: lists of instructional units and subunits, skills and competencies, and goals and objectives; a mini-placement inventory, a diagnostic or achievement inventory; and a list of individual instructional materials. (YLB)

ED 290 001
CE 049 339

Owens, Thomas R.
A Guide for Enhancing Cooperation between Vocational and Academic Teachers. The Northwest Regional Educational Laboratory Program Report.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Education; Annotated Bibliographies; *Cooperative Planning; Cooperative Programs; *Educational Cooperation; Guidelines; Secondary Education; *Teacher Participation; *Vocational Education

This guide is designed to help school administrators, teachers, and school board members see the benefits of cooperation between vocational and academic teachers. It also looks at the barriers, examines models for cooperation, and describes exemplary practices. The guide considers the impact of cooperation in the work environment and provides a framework for teacher cooperation. Barriers to cooperation and principles to enhance cooperation are listed. Successful illustrative practices for integrating academic and vocational education are grouped into five categories: those occurring (1) within a single class, (2) between two classes, (3) across a school, (4) beyond the school, and (5) at the state level. Guidelines are also suggested for the support roles to be played by principals, central office staff, the state department of education, community employers, and teacher training institutes. Summaries of two guides for teacher cooperation and an annotated bibliography are appended. (YLB)

ED 290 002
CE 049 342

Vescial, Ann; And Others
Incorporating a Computer Assisted Reading Program into an Adult Vocational Basic Skills Lab.
Hacienda La Puente Unified School District, City of Industry, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Education; *Adult Reading Programs; *Computer Assisted Instruction; Limited English Speaking; Program Implementation; *Reading Improvement; *Vocational English (Second Language)

A computer-assisted reading program was implemented in the VESL (Vocational English as a Second Language) Center at Hacienda La Puente Adult Schools (California), which provides support services to adult special needs vocational students. The purpose of the program was to improve the technical reading skills of the vocational students. The basic programs were Educational Activities' Core, Diascriptive Reading, LEAP (Language Experience Approach), and Milliken's Comprehension Power. Fifty students were tracked over a six-month period. Over 150 students were also tested during the study period. Auto mechanics, auto body, and welding students spent the most hours on the computer, spent the most computer instruction time, and were assigned more Lab/VESL time. During the six-month period the 50 students had an average improvement of two years. (Appendixes include a bibliography of most of the materials used in the lab and a bibliography related to computer-assisted instruction. The bibliographies address the needs of both disadvantaged native speakers and limited English proficient students. Some figures showing study results are also appended.) (YLB)

ED 290 003
CE 049 346

Sanders, Jo Shuchat
The Nuts and Bolts of NTO: How To Help Women Enter Non Traditional Occupations. Second Edition.
REPORT NO.- ISBN-0-8108-1943-0
PUB DATE- 86
NOTE- 207p.; For an earlier edition, see ED 212 769.
AVAILABLE FROM- Scarecrow Press, Liberty Street, P.O. Box 4167, Metuchen, NJ 08840.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Ancillary School Services; *Career Counseling; Career Education; Career Exploration; Followup Studies; Graduate Surveys; Job Placement; Job Search Methods; *Nontraditional Occupations; Planning; Postsecondary Education; Program Development; Program Evaluation; *Program Implementation; *Vocational Education; *Womens Education
This book shows the coordinator of a nontraditional occupations (NTO) program for women in a public postsecondary vocational-technical school how to run the program from planning through followup. Chapter 1 describes the benefits of an NTO program. Chapter 2 on planning and evaluation highlights groundwork to ensure that the program is needed and that support is there. It describes an evaluation method to give the information needed to strengthen the program with minimum effort. Chapter 3 tells how to build on the support and how to take advantage of existing school and community resources. Chapter 4 provides techniques for recruitment and outreach within and outside the school. Career exploration techniques and occupational counseling are the focuses of chapter 5. Chapters 6 and 7 discuss support services, the key to retention in training. They cover dealing with home and school obstacles and with opposition to career choice. Chapter 8 offers suggestions on how to make the job hunting and selection process as successful as possible by good employer contacts. It also contains guidelines on followup. Appendixes include descriptions of field test NTO programs, lists of community resources and national agency and organization resources, sample materials, a bibliography (including audiovisuals), and an index. (YLB)

ED 290 004
CE 049 347

Quintero, Elizabeth, Comp.
Intergenerational Literacy Model Project Handbook.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 87
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Literacy; *Core Curriculum; *Intergenerational Programs; *Limited English Speaking; *Literacy Education; *Parent Child Relationship; Program Descriptions; Program Development; *Program Implementation; Recruitment; Teaching Methods

This handbook describes a model project that provided literacy instruction for parents of preschool and primary school children and suggests on-going activities for parents to do with children at home. It also provides suggestions for implementing a similar program in other locales. The section on recruitment offers suggestions and sample materials. The section on implementation contains a list of references, describes teaching strategies, and discusses the five-step curriculum--initial inquiry, learning activity, language experience approach, storybook demonstration, and home activity choices. A typical class session is provided. The next section specifically addresses instruction in literacy from a pragmatic standpoint for limited English speakers. The final section describes what happened in the project, including the positive and negative effects of social context on literacy learning, adult achievement during learning activities intended for the children, and the importance of oral language on adult learning. Appendixes include a literature review; a core curriculum that includes each of the five steps and lists needed materials; an evaluation narrative; sample graphic information of evaluation observations; sample evaluation forms; and teaching tips. (YLB)

ED 290 005
CE 049 348

Barrera, Adriana, Comp.
A Curriculum Guide for the Texas Competency Based High School Diploma Programs.
Austin Community Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- May 85
NOTE- 274p.
GRANT- TEA-55320216
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Basic Skills; Behavioral Objectives;

Civics; *Competency Based Education; Curriculum Guides; Economics; Health Education; *High School Equivalency Programs; Individualized Instruction; Language Arts; Learning Activities; Mathematics; Sciences

This curriculum guide provides the essential elements and activities for competency-based high school diploma programs. Adult Performance Level (APL) goals and objectives are listed and correlated to appropriate curriculum content areas. The next section indicates which topics/lessons are covered in each unit or part of a unit. Lists that identify topics covered within the APL areas appear next. The essential elements and activities are then outlined for these units or fraction of a unit: Correlated Language Arts I, II, III; Practical Writing Skills; Business Communications; Introductory Physical Science; Introductory Biology; Health Education; Physical Education I, II, III; Economics with Emphasis on the Free Enterprise System and Its Benefits; United States Government; United States History; World History Studies; World Geography Studies; Fundamentals of Mathematics; Consumer Mathematics; and Pre-Algebra. A chart at the beginning of each unit correlates objectives and activities/lessons. The instruction sheet for each activity/lesson provides the following information: objective, resource, and sequence of activities. The guide concludes with information on electives. The essential elements of elective courses are provided for students to use in writing a report. (YLB)

ED 290 006
CE 049 349

Snow, Ellen; And Others
Assessment Models for Adult Education.
Education Service Center Region 20, San Antonio, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- Jun 87
NOTE- 171p.
GRANT- TEA-77320213
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Behavioral Objectives; Competency Based Education; *Educational Assessment; High School Equivalency Programs; Models; Postsecondary Education; *Student Evaluation; *Test Interpretation; Test Items; Test Selection; *Test Use
IDENTIFIERS- Texas

This handbook was developed to provide adult educators in Texas with sufficient background in assessment models to ensure confidence in recognizing and/or selecting appropriate measurement techniques and in using evaluation results to individualize and improve instruction for adult students. The handbook is based on information derived from a project that involved a literature search, a pilot study in which some major tests were administered to adult students, observations and interviews with students and teachers in adult education classrooms in the San Antonio area, a statewide survey of all adult education programs in Texas, and presentations at regional meetings of adult educators. The handbook presents a comprehensive assessment model for adult education, appropriate techniques for interpreting assessment results and for developing teacher-made assessments, and assessment resources, including tests currently used by adult educators throughout the state. Specific topics covered by the model include developing measurable objectives, developing test specifications and items, interpreting and using assessments, adult basic education, English as a second language, General Educational Development, competency-based high school, and other education settings. (KC)

ED 290 007
CE 049 350

Porter, Deborah; Morris, Jamie, Ed.
Adult Basic Education. Child Care, Transportation, Support Services Workbook.
Education Service Center Region 8, Mount Pleasant, TX.; Northeast Texas Community Coll., Mount Pleasant.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Agency Cooperation; *Ancillary School Services; Check Lists; Community Resources; Commuting Students; Coordination; *Day Care; *Program Development; Program Implementation; *Student Needs; Student School Relationship; *Transportation; Workbooks
IDENTIFIERS- Texas

This workbook focuses on two primary needs of adult basic education (ABE) students--child care and transportation--and provides ideas to assist program administrators (especially in Texas) to develop appropriate, workable, community-based strategies to meet these needs. The book contains five chapters. Each chapter addresses a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing interagency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet is provided for completing suggested tasks. Readers are encouraged to use the worksheets to address needs, barriers, and strategies that reflect the local ABE program. This learn-by-doing approach is designed to result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students. Appendixes to the workbook contain survey forms, a list of resources/contact people in Texas and other states, a sample local agreement, and references. (KC)

ED 290 008
CE 049 354

The State of Families, 2: Work and Family.
Family Service America, Milwaukee, WI.
SPONS. AGENCY- Mutual Life Insurance Co., New York, NY. MONY Financial Services.; Shell Companies Foundation, New York, N.Y.
REPORT NO.- ISBN-0-87304-226-3
PUB DATE- 87
NOTE- 97p.
AVAILABLE FROM- Family Service America, 11700 West Lake Park Drive, Milwaukee, WI 53224 ($10.00, plus $2.00 shipping and handling; 3-9 copies--20% discount; 10-49 copies--25% discount; 50-99 copies--30% discount; 100 or more--35% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Career Education; Employment; *Employment Patterns; *Family Life; *Futures (of Society); Population Trends; *Sociocultural Patterns; *Unemployment
IDENTIFIERS- Canada; United States

This report examines trends in the world of work and the economy that affect families. Part 1 presents a futurist's perspective on the changing world of work and how it affects families. Topics include finance capitalism in a global economy, values, work force, compensation and employee benefits, employment and unemployment, government, minorities, education and youth, health, and special situations (farm families, union families, entrepreneurship, and family service businesses). Part 2 reprints three articles that analyze Canadian trends in employment and the labor force, which echo many of the same trends observed in the United States in Part 1. Titles are "The Changing Industrial Mix of Employment, 1951-1985" (W. Garnett Picot); "The Decline in Employment among Men Aged 55-64, 1975-1985" (Colin Lindsay); and "Increases in Long-Term Unemployment" (Jo-Anne Parliament). An appendix provides a summary of Family Service America's programs for industry, available through its National Services to Industry (NSI) division. (Programs developed by NSI enable employers and employees to resolve human problems that can disrupt family life and job performance.) A listing of Family Service America agencies is also appended. (YLB)

ED 290 009
CE 049 357

Holmberg, Borje

Adult Education: Students' Independence and Autonomy as Foundations and as Educational Outcomes. ZIFF Papiere 49.

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jan 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Programs; *Adult Students; Educational Philosophy; Foreign Countries; *Lifelong Learning; Outcomes of Education; *Personal Autonomy; Postsecondary Education; *Student Characteristics; *Student Educational Objectives; Student Motivation

This paper discusses the concept and definitions of adult education, the assumptions made about adults and their educational abilities and motives, the aims and objects of adult education, and the means and methods in adult education. The paper concludes that there is a close relationship between the aims and methods of adult education and the view of humans as independent in their search for solutions to problems. Adult education is assumed to attract mature people intent on personal, intellectual, and professional development in the direction of autonomy. The study content, the institutional forms, and the methods usually applied are intended to pave the way for this development. The maturity of participants in adult education would seem to strengthen the assumptions that adult students are--or can be--particularly capable of independent study. This maturity, the conversational methods developed, and the very ethos of adult education make it reasonable to expect of adult study particular potentials for developing independent personalities. This expectation and knowledge of the general motivation of voluntary, mature learners make lifelong learning a realistic proposition for considerable numbers of people to whom study opportunities are continuously available. A 66-item reference list concludes the document. (KC)

ED 290 010
CE 049 360

Holmberg, Borje
On the Concept and Academic Discipline of Adult Education. ZIFF
Papiere 52.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur
Fernstudienforschung Arbeitsbereich.
PUB DATE- Sep 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; *College Programs; Continuing Education; Distance Education; *Educational Philosophy; *Educational Practices; Educational Theories; *Educational Trends; Foreign Countries; *Intellectual Disciplines; Lifelong Learning; Postsecondary Education; Student Characteristics

This paper presents an overview of adult education from a philosophical viewpoint. Topics covered include the concept and academic discipline of adult education, theoretical attempts to delineate the academic discipline of adult education, university study of adult education, and a comparison of plans and reality in the field of adult education. The paper concludes that adult education is the designation of any educational activity with which earlier educational activities are continued, thus including literacy programs and similar work in developing parts of the world with adults who have had no formal schooling, but have profited from other types of education. Adult education as almost universally understood today is concerned with liberal arts, languages, science, technology, and occupational subjects. Various methods and media are applied to adult education, among them primarily those of group learning and distance education. These activities are being investigated at many universities within the framework of the academic discipline of adult education. University curricula for adult education have become common. Their core is adult learning, and their target subjects include the life conditions of adult students, analysis of educational and training needs, counseling, curricular studies, and methodologies. A 59-item reference list concludes the document. (KC)

DOCUMENT RESUME

ED 290 011
CE 049 364

Rothe, J. Peter
Linking Quantitative and Qualitative Distance Education Research through Complementarity. ZIFF Papiere 56.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Distance Education; Educational Philosophy; *Educational Research; Foreign Countries; *Holistic Approach; *Mentors; Postsecondary Education; Qualitative Research; *Research Methodology; *Research Problems; Research Utilization; Statistical Analysis
IDENTIFIERS- *Complementarity

This article focuses on the linkage between the quantitative and qualitative distance education research methods. The concept that serves as the conceptual link is termed "complementarity." The definition of complementarity emerges through a simulated study of FernUniversitat's mentors. The study shows that in the case of the mentors, educational phenomena are approached from several points of view rather than from a viewpoint where one perspective excludes another. Because of the interrelationship between everyday reality (qualitative) and reconstructed reality (quantitative) research, a conceptual linkage is required that displays the fruitfulness, yet philosophical and theoretical faithfulness, of interrelating the qualitative and quantitative research procedures. To this end, complementarity is proposed. Complementarity aids the development of a holistic portrayal of mentors while retaining acceptable philosophical, theoretical, and ethical standards. It contributes to a more faithful interpretation within the context of the program in use, and it allows for recommendations that focus on a complement of quantitative and qualitative methodologies. A 42-item reference list concludes the document. (KC)

ED 290 012
CE 049 367

Rothe, J. Peter
Phenomenological Analysis of Distance Education Textual Materials.
ZIFF Papiere 59.

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Sep 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Content Analysis; *Cultural Differences; *Distance Education; Foreign Countries; *Instructional Materials; *Material Development; Phenomenology; Postsecondary Education; *User Needs (Information); Users (Information); User Satisfaction (Information)

The cultural differences between the countries in which distance education materials are developed and those in which the materials are used make it necessary to conduct a careful content analysis of instructional materials that are intended for use in distance education programs in countries other than the one in which they are being developed. Developers' acts, plans, beliefs, expectations, values, and assumptions about the state, education, society, and humankind act as a life lens through which the developers envision the conceptualization, plan, organization, and development of distance education materials and programs. Care must be taken to assess the appropriateness of program developers' perspectives when materials are used by students in a foreign land or culture and to assess the implications of transferring distance education programs to other cultures. Materials and programs may be developed from a variety of perspectives, including the common sense, technological, theoretic, political, mythical, and illusionary perspectives. When interpreting a program perspective, an analyst can never know the meaning of an object or an act as it is experienced by someone else. With this in mind, developers must carefully analyze their materials and programs to be sure that their impact in a foreign culture will be the one desired. Some of the issues that must be addressed include how the user will interpret any metaphors used, whether the underlying intents of the program or materials will be understandable to the user, whether the implied relationship between teacher and student is the one intended, the ethical implications of the text's descriptions and prescriptions, and the manner in which the program incorporates student input. A 26-item reference list concludes the document. (MN)

ED 290 013
CE 049 368

Holmberg, Borje
The Feasibility of a Theory of Teaching for Distance Education and a Proposed Theory. ZIFF Papiere 60.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Oct 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Comparative Analysis; *Distance Education; *Educational Theories; Evaluation Criteria; Feasibility Studies; Foreign Countries; *Independent Study; Postsecondary Education; *Program Effectiveness; *Teaching Methods; *Theory Practice Relationship; Validity

This paper begins by contrasting theories of teaching (which are predictive) to theories of learning (which are descriptive). It justifies the feasibility theory of distance teaching by asserting that methods of distance teaching can affect the pace and direction of learning; therefore, it should be feasible to develop a theory of distance teaching. After a caution that it is impossible to develop a theory of distance teaching that is universally applicable to all students, all conditions, and all subject areas, a prescriptive theory of distance teaching is outlined. The theory asserts that distance teaching will support student motivation and promote learning pleasure and effectiveness if it is provided in such a way that (1) students believe that the subject of study is relevant to their individual needs, (2) students are made to feel a sense of rapport with the distance education institution, (3) access to course content is facilitated, (4) learners are engaged in discussions and decisions, and (5) the program provides for real and simulated communication to and from the learner. Eleven strategies that are favorable to distance teaching and thus facilitative of distance learning are postulated. These include involving students in the selection and evaluation of course goals, using course materials that are characterized by a conversation style and highly readable, selecting instructional media on the basis of individual student needs and the requirements of the subject area being studied, handling assignments quickly, making assignments that require students to solve problems or make decisions, and providing self-checking exercises. The paper concludes with 11 hypotheses that can be tested to assess the validity of the proposed theory. A 40-item reference list concludes the document. (MN)

ED 290 014
CE 049 370

Holmberg, Borje
Theoretical Approaches, Categories and Methods Described as Educational Models. ZIFF Papiere 62.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Feb 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Philosophy; *Educational Research; Educational Theories; Foreign Countries; *Ideology; Postsecondary Education; *Research Methodology; *Teaching Methods; *Teaching Models

Educational theorists frequently use the term "model" to denote a simplified picture of the reality of a theoretical approach or a school of thought. In branches of empirical science, including education, experimental data are often correlated with mathematical symbols, which makes it possible to interconnect these symbols in an exact way. Models can be used to explain causal relationships or to test hypotheses and theories. Although models present simplified pictures of reality, they are seldom exclusively descriptive; rather, they tend to show causal relations and clarify which variables in a given system are dependent and which are independent. Other types of models that have been used in writings about education are the hierarchical model and the algorithm-type model. Another type of simplifying model is one that aims at delineating concepts and areas of research. In many cases, the dividing line between an argumentative outline of a theory (or description) and a model is far from clear. Educational theorists have relied on both functional and normative models. Some of these represent positions within a philosophy of education leading to explicit concerns about ideological issues. On the other hand, they aim at guiding the teaching-learning process and thus develop various schemes that systematize the concepts that are important to them. The difference between functional and normative educational models may be viewed in terms of contrasting attempts to separate scholarship from value judgments and attempts at normative pedagogy. A 79-item reference list concludes the document. (MN)

ED 290 015
CE 049 375

Perraton, Hilary
The Roles of Theory and Generalisation in the Practice of Distance Education. Three Related Systems for Analysing Distance Education. ZIFF Papiere 67.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Oct 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Planning; *Educational Theories; Foreign Countries; *Generalization; Postsecondary Education; *Program Administration; *Program Evaluation; Teaching Methods

Distance education can be examined in three ways. It can be analyzed from the standpoint of its teaching, administrative, and assessment systems. The three systems are interrelated, and examining each of them--first in isolation and then in conjunction with the other two--can provide a coherence that is useful in teaching and improving distance education programs. Evaluations of distance education teaching systems should begin with an examination of the general theoretical statements that have been made about distance education. Focus should be on the role of various media in teaching at a distance, the significance of two-way communication, and the effect that presentational devices within texts and a coherent structure of the subject content have on the effectiveness of a distance education program. Although such theoretical statements are too general to be of great practical value, they suggest a way in which narrower (and more useful) dependent theories can be developed from them. When the administrative system of a distance education program is evaluated, generalizations can be drawn from practice that may offer useful heuristics and may thus, in time, serve as the basis for administrative theories. Distance teaching institutions may be classified in terms of their governing structure and functions. The system for assessing a distance education system must include value judgments about educational quality and indicators of that quality. A 46-item reference list concludes the document. (MN)

ED 290 016
CE 049 376

Pratzner, Frank C.
Vocational Teacher Education: Selected Highlights from a Survey of Preservice and Inservice Education.

PUB DATE- Dec 87
NOTE- 40p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; College Credits; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Special Education; Teacher Attitudes; *Teacher Education; Teacher Qualifications; *Vocational Education; *Vocational Education Teachers

A study examined the extent to which beginning vocational education teachers are prepared to provide basic skills instruction and to teach special student populations. A total of 740 beginning vocational teachers from 24 states (3 randomly selected states in each of 8 geographic regions of the country) were surveyed. The study sample included both degreed and nondegreed teachers and teachers in all vocational service areas. Questionnaires were also sent to the chief vocational program administrators at all of the vocational teacher colleges in the 24 states (N = 114), with 69 returning usable instruments. Local school administrators or mentors (N = 530) were also surveyed. On average, the number of credit hours reportedly taken by beginning vocational teachers in mathematics (7.2 credits) is about the same as the average number of math credits taken by either academic teachers (6.0 credits) or arts and science majors (7.2 credits). The average number of English credits taken by the beginning vocational teachers (10.2 credits) was slightly less than those taken by the academic teachers and arts and science majors (11.3 and 11.8, respectively). In each of the other three academic areas, however, the beginning vocational teachers took significantly fewer credit hours than did the academic teachers or arts and science majors. The fact that the large majority of the beginning vocational teachers was white (86.2 percent) pointed to the need to recruit and train greater numbers of teachers who could identify firsthand with the special needs of minority students. (MN)

ED 290 017
CE 049 377

Pratzner, Frank C.
Teacher Competency Testing in Vocational Education.

PUB DATE- Dec 87
NOTE- 22p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Educational Policy; Evaluation Criteria; Evaluation Methods; *Graduation Requirements; Higher Education; Minimum Competency Testing; National Surveys; *State Standards; *Teacher Certification; Teacher Education; Teacher Evaluation; Teacher Qualifications; Trend Analysis; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Teacher Competency Testing

A study examined state-level policies and practices regarding competency testing of vocational education teachers. Data on the use of competency tests in determining which candidates are admitted to and graduated from vocational teacher education programs were collected from a mail survey of 740 beginning vocational teachers, and data regarding state-mandated competency testing requirements for the certification of vocational teachers across the 50 states were gathered from state directors of vocational education through the Adult Vocational and Technical Education Electronic Mail Network (ADVOCNET). The American College Test (ACT) is currently the most popular test for admission to teacher education programs, followed by the Scholastic Aptitude Test (SAT) and Pre-professional Skills Test (PPST). Although the National Teacher Exam-Core Battery (NTE) is currently being used by only 20.7 percent of the institutions, its use since the early 1980s has almost doubled. Evidently, most institutions do not require competency examinations for graduation. Of those requiring a competency test for graduation, no single test was used predominantly. Twenty-three (45 percent) of the 50 states indicated that basic skills competency testing was part of the state-mandated requirements for the certification of vocational teachers. Occupational competency testing was a certification requirement in 26 states (52 percent). It appeared that the wave of teacher competency testing is gaining support. (MN)

ED 290 018
CE 049 382

Harris, Howard

Heritage of Struggle. A History of American Working People.

Pennsylvania State Univ., University Park. Dept. of Labor Studies.
PUB DATE- 85
NOTE- 54p.; Sponsored by Local 3, Philadelphia Federation of Teachers and the Pennsylvania Labor History Society.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Anglo Americans; Blacks; Chinese Americans; *Equal Opportunities (Jobs); Ethnic Bias; Ethnic Discrimination; *Ethnic Groups; Ethnic Relations; Hispanic Americans; Italian Americans; Jews; *Labor Conditions; Labor Force Development; Labor Legislation; Labor Problems; *Labor Relations; *Minority Groups; Puerto Ricans; Racial Bias; Racial Discrimination; Racial Relations; Social History; *Unions; United States History
IDENTIFIERS- Irish Americans; Scandinavians; *United States

The materials in this pamphlet describe the difficulties encountered by various racial and ethnic groups as they attempted to become assimilated into the American labor force. The experiences and problems faced by blacks, Jews, and immigrants from England, Ireland, the Scandinavian countries, China, Italy, and Puerto Rico are described in an attempt to correct many of the racial and ethnic stereotypes that American workers have about one another. The contributions that each of these ethnic and racial groups made to the U.S. labor movement are stressed. The following are among the topics covered: religious differences among immigrants from England, West African society, blacks as indentured servants and slaves, competition between blacks and white immigrant workers, the Jim Crow laws, the role of blacks in the Congress of Industrial Organizations (CIO), problems experienced by railroad workers and miners, anti-Chinese sentiments and riots, the Chinese Exclusion Act, the reasons behind the Jewish immigration to the United States, the padrone system and the problems it caused Italian immigrants, strikes and strikebreakers, the negative impact of U.S. rule on the Puerto Rican labor market, and problems encountered by Puerto Ricans in the United States. All of the materials originally appeared as a series of articles in the community newspaper "The Link," which is published by the United Community Centers of Brooklyn, New York. A 5-page list of significant dates in the U.S. labor movement and a list of labor history resources (print and film) conclude the pamphlet. (MN)

ED 290 019
CE 049 384

Kennedy, Donald, Ed.
Labor and Reindustrialization: Workers and Corporate Change.
Pennsylvania State Univ., University Park. Dept. of Labor Studies.
PUB DATE- 84
NOTE- 197p.
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Collective Bargaining; Economic Change; Economic Development; *Employer Employee Relationship; *Industrialization; Labor Education; *Labor Force Development; Labor Legislation; *Labor Relations; Organizational Development; Participative Decision Making; Postsecondary Education; Public Policy; Quality Circles; *Technological Advancement; *Unions

This collection of articles focuses on the negative impacts that deindustrialization has had on the American labor market, on American workers, and on the U.S. economy. The introduction, by Donald Kennedy, traces the development of the trend toward and negative impacts of deindustrialization, outlines some of the policy issues raised by deindustrialization and the need for reindustrialization, and discusses the role of labor and labor unions in reindustrializing the country. The following papers are included in the collection: "Managing Economic Change: Labor's Role" (Gerald P. Glyde); "Deindustrialization of a Factory Town: Plant Closings and Phasedowns in South Bend, Indiana, 1954-1983" (Charles Craypo); "Plant Closings and the Law of Collective Bargaining" (Sharon Simon); "Worker Ownership and Reindustrialization: A Guide for Workers" (Arthur Hochner); "The Role of 'Enterprise Zones' in Reindustrialization" (Bruce Nissen); "Technological Change and Reindustrialization: Implications for Organized Labor" (Carol J. Haddad); "Some Principles Concerning Union Involvement in Quality Circles and Other Employee Involvement Programs" (Robert Cole); and "Participative Decision Making at Work: A Guide to Bibliographic and Program Resources" (William Parsons). (MN)

ED 290 020
CE 049 385

Kennedy, Donald, Ed.; And Others
Labor and Technology: Union Response to Changing Environments.
Pennsylvania State Univ., University Park. Dept. of Labor Studies.
PUB DATE- 82
NOTE- 207p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Employer Employee Relationship; Labor Conditions; *Labor Education; *Labor Force Development; Labor Needs; Labor Problems; Labor Utilization; Office Automation; Organizational Development; Postsecondary Education; *Technological Advancement; Union Members; *Unions; *Work Environment

This collection of papers, which is intended as a contribution to the body of knowledge known as labor studies, examines the ways in which labor unions have and are continuing to respond to technological change in the workplace. The introduction by Donald Kennedy, Charles Craypo, and Mary Lehman traces the impact of technological change on the U.S. labor market and discusses ways in which labor unions can respond to it (collective bargaining, organization, and development of political strategies). The following papers are included in the collection: "Impact of Technology on Union Organizing and Collective Bargaining" (Markley Roberts); "Changing Corporate Structure and Technology in Retail Food" (William Burns); "Response to: Changing Competitive and Technology Environments in Telecommunications" (I. C. Glendenning); "Technological Change in the Office Workplace and Implications for Organizing" (Judith Gregory); "Unions and Technology in the Office" (Ruth Fister Mathews); "Case Studies of IAM Local Experiences with the Introduction of New Technologies" (Leslie E. Nulty); "Response to: IAM Case Studies" (Steven Deutsch); "Changing Technology, Corporate Structure and Geographical Concentration in the Printing Industry" (Gregory Giebel); "Response to: Changing Technology, Corporate Structure and Geographical Concentration in the Printing Industry" (John Stagg); "Auto Crisis and Union Response" (Lydia Fischer); "Response to: Auto Crisis and Union Response" (Russ Allen); and "Unions and Technological Change; International Perspectives" (Steven Deutsch). A selected bibliography and subject index conclude the volume. (MN)

ED 290 021
CE 049 387

Conrad, Fran; Kayman, Lindsey
Hazardous Chemicals on the Job: A Workers Guide to Reducing Exposure.
Pennsylvania State Univ., University Park. Dept. of Labor Studies.
SPONS. AGENCY- Occupational Safety and Health Administration, Washington, D.C.
PUB DATE- 83
NOTE- 34p.; Document contains colored paper and print.
GRANT- ECS3D375
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accident Prevention; Adult Education; Equipment Utilization; *Hazardous Materials; Information Sources; *Occupational Safety and Health; *Safety Education; Safety Equipment; *Work Environment
IDENTIFIERS- *Chemicals

This guide is intended to assist workers in reducing their exposure to hazardous chemicals on the job. It describes a systematic preventive approach to hazardous chemicals that is based on the following steps: determining which chemicals are in use at a particular worksite (techniques for asking the company and steps to take if the company is unwilling to cooperate); identifying the short- and long-term health effects of different chemicals; assessing the seriousness of exposure (solid, liquid, and gaseous chemicals; ways in which chemicals enter the body; ways of determining how much exposure employees are receiving, and ways of identifying patterns of illness); methods of controlling exposure (control methods, personal protective equipment, and Occupational Safety and Health Administration [OSHA] policy on personal protective equipment). Appendixes include a chemical hazard inspection checklist, a table of glove permeability, a form for use in requesting that a company supply information under OSHA, and comments on the degree of protection afforded by OSHA standards. An annotated resource list is also provided. (MN)

ED 290 022
CE 049 390

Federal Workforce. Data on Training Received by Agency Executives, Managers, and Supervisors. Fact Sheet for Congressional Requesters.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-18FS
PUB DATE- Nov 87
NOTE- 25p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Federal Government; *Government Employees; *Job Training; *Management Development; Postsecondary Education; *Public Agencies; Supervisors; *Supervisory Training

No law or regulation exists at the present time specifying minimum time periods of training for executives, managers, or supervisors employed by federal agencies, although such a regulation did exist until June 1981. For fiscal years 1984 through 1986, 54 executive agencies or organizations that employ at least 95 percent of the nonpostal civilian work force reported at least 2 years of complete executive and manager/supervisor training data. Overall, the agencies reported that about 48 percent of all executives and about 57 percent of all managers and supervisors received training annually over the 2 or 3 years reported. The average number of hours trained was about 52 each year for executives and about 46 for managers and supervisors. About 49 percent of the executives employed by large agencies received training (an average of 53 hours) versus 43 percent at midsized agencies (an average of 48 hours) and 53 percent at small-sized agencies (an average of 39 hours). Training was provided to 58 percent of the managers/supervisors employed by large-sized agencies (an average of 46 hours), 46 percent of the managers/supervisors at midsized agencies (47 hours on average), and 46 percent at small agencies (an average of 43 hours). (Appendixes include data on short-term management training provided to administrative personnel employed in small, midsized, and large agencies and information about the objectives, scope, and methodology of the training provided.) (MN)

ED 290 023
CE 049 393

Jobs for the Future.
Business and Professional Women's Foundation, Washington, D.C.;
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 74p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Exploration; Cost Effectiveness; Demand Occupations; *Employment Opportunities; Evaluation Criteria; *Evaluation Methods; Females; Fringe Benefits; *Futures (of Society); Information Sources; Labor Conditions; *Labor Market; Sexual Harassment; *Work Environment

This guide is intended to assist women in selecting and preparing for occupations that will either be in demand or continue to be in demand in the future. The first part is a guide to evaluating an occupation. It covers the following topics: costs and benefits (skills needed, training requirements, availability of training, costs of training, salary ranges, and career mobility); job availability (number of persons employed and projected job growth, geographic concentration, industries, occupational interest groups); and working conditions (traditional versus path-breaking jobs, work schedules, degree of supervision received, contact with the public and/or coworkers, and health and safety considerations). Part 2 provides information on the costs and benefits, job availability, and working conditions of 30 selected occupations, subdividing them into jobs that generally require a high school diploma or an associate, bachelor's, or advanced degree. The third part, a guide to resources available for use in researching an occupation, covers the following topics: obtaining basic sources of information on occupations and occupationally based organizations, getting information about job trends and possibilities in local geographic areas, identifying good training programs for particular fields, finding out how to earn credit for experiential learning, knowing one's employment rights, being aware of day care and family support systems, finding out about health and safety in the workplace, knowing what steps to take in the event of sexual harassment, and acquiring a realistic image of the workplace. A list of references is appended. (MN)

DOCUMENT RESUME

ED 290 024
CE 049 397

Dorsten, Linda Eberst; Smink, Jay
Initiating Change in Secondary Education: Enhancing Basic Skills
  Acquisition and the School-to-Work Transition Using Research-Based
  Vocational Education Resources.
Ohio State Univ., Columbus. National Center for Research in
  Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.
PUB DATE- 88
NOTE- 59p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Change Strategies; *Educational Change;
  Educational Research; *Education Work Relationship; Program
  Implementation; Research Utilization; Secondary Education; Success;
  *Vocational Education

A study was conducted to describe some of the tools, techniques, and approaches that secondary school educators use to direct change activities. It presented early evidence of successful use of two sets of vocational education resource materials in 12 demonstration sites, 6 for each resource. The materials were "BASICS: Bridging Vocational and Academic Skills," which helps teachers provide students with the basic skills needed by today's work force, and "CONNECTIONS: School and Work Transitions," which helps ease the problems involved in the transition from school to work. Data were collected by a preimplementation survey of participants at an orientation workshop, telephone interviews with each site coordinator, and a survey of users after adoption of materials. Findings indicated that research-based vocational education resources offer how-to-do-it frameworks of ideas for teachers; help to defuse objections of staff and school boards who are resistant to change; set the climate for change; reinforce activities that teachers already do; and increase the credibility of a learning activity with students. Successful implementation called for extensive time and effort devoted to key activities and for ongoing support from administrators and educational leaders. (YLB)

ED 290 025
CE 049 400

Dickson, Richard W.; And Others

Individualizing Competency-Based Instruction through Implementing an Effective Instructional Materials Management System.

PUB DATE- 5 Dec 87
NOTE- 7p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; Delivery Systems; Educational Planning; *Information Retrieval; *Information Storage; Information Systems; Instructional Materials; Models; Postsecondary Education; Recordkeeping; *Resource Materials; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Jackson River Vocational Center VA

In a competency-based vocational education system, student resource materials are used extensively to provide learning activities for many students attempting different tasks at the same time. To direct such learning effectively, teachers must have resource materials organized for efficient use and easy access by students. In Virginia, collaboration between Jackson River Vocational Center and James Madison University resulted in the development of an instructional materials management system that is competency-based. Each competency is assigned a code number, and four file folders are coded to match each competency. The folders are used to store lesson plans, teaching materials, tests, and student learning guides. Teachers have storage for teaching materials even before they are secured. As the curriculum changes, the storage and retrieval system also changes. The Virginia Department of Education Administrative Review Team commended Jackson River Vocational Center on this model system for managing and storing competency-based curriculum materials and expects to implement the system statewide. (Information on how the model system was designed and implemented is provided in this report.) (KC)

ED 290 026
CE 049 401

Maher, Thomas G.
Hands-on Verification of Mechanics Training: A Cost-Effectiveness Study of Videodisc Simulation.
California State Polytechnic Univ., Pomona.
SPONS. AGENCY- California State Dept. of Consumer Affairs, Sacramento.
PUB DATE- 15 Jan 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; Certification; *Computer Simulation; *Cost Effectiveness; Experiential Learning; Job Training; Models; Outcomes of Education; Postsecondary Education; Program Effectiveness; Testing; *Training Methods; *Videodisks

IDENTIFIERS- *California

This document reports the results of a study on the feasibility of training smog check mechanics in California via hands-on verification of mechanics' ability to inspect and repair vehicles. The reviews of the research literature that compare the learning effectiveness of different delivery media tend to support the position that in learning, the medium itself is not the critical factor. The bulk of the research indicates that maintenance training can be effectively delivered with actual equipment trainers, 3-D simulation, and computer-based instruction. The investigation focused on videodisk delivery systems and found that they are at least as effective as other training media. Although reported costs for methods of training vary widely, videodisk systems can be cost-effective. The cost of acquisition of videodisk delivery systems is offset by the savings in delivery costs. The study concluded that computer-controlled videodisks can be effective in delivering maintenance training and simulation. Because of the elimination of instructors and the reduced training time required to complete coursework, videodisks provide the most cost-effective delivery method for hands-on mechanic training and verification testing. Following a comparison of various training models, simulation testing was recommended to test, certify, and license mechanics in California. (KC)

ED 290 027
CE 049 402

Kotrlik, Joe W.; Lelle, Mark
State and National Officers' Opinions of State Supervision and Teacher Education in Agriculture.
PUB DATE- 9 Dec 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Atlanta, GA, December 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Inservice Teacher Education; Postsecondary Education; *Program Effectiveness; Program Improvement; *State Departments of Education; State Officials; *Teacher Attitudes; Teacher Education Programs; *Teacher Educators; Vocational Directors; Vocational Education; *Vocational Education Teachers

A study attempted to determine the attitudes of state and national officers of vocational agriculture teachers associations toward state supervision and teacher education in agriculture in the United States. A field-tested questionnaire was mailed to 159 officers of all state associations and the National Vocational Agriculture Teachers Association who were teaching at the time of the study, with a 95 percent response. The data were analyzed using descriptive statistics, one-way analyses of variance, and T-tests. The study found that the state staff was rated most highly on the quality of the working relationship between state staff and teachers, whereas they received the lowest mean rating on their efforts in helping teachers improve the quality of their teaching. The university faculty were rated highest on usefulness of workshops offered and lowest on opportunity for agriculture teachers to have input in faculty agriculture education policies. State supervisors were rated significantly higher than teacher educators on four areas: how well they represent vocational agriculture to those outside the profession, quality of working relationship, quality of communications, and opportunity for teacher input. Teacher educators were rated more positively by those who had received the most visits from them. Recommendations for improving agriculture education and inservice teacher programs were made based on the results of the study. (KC)

ED 290 028
CE 049 403

Kotrlik, Joe W.; Harrison, Betty C.
Career Decision Patterns of Seniors Who Have Taken Vocational Courses.
PUB DATE- Dec 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; Counseling Effectiveness; *Counselor Role; *Decision Making; Educational Research; High Schools; High School Seniors; *Parent Influence; *Teacher Influence; *Vocational Education; Vocational Education Teachers

A study investigated the persons and factors that influence the career decisions of high school vocational students. A closed-form questionnaire was administered to all senior students in 43 Louisiana high schools (n=3,858). Findings indicated that parents influenced the students' career choices more than any other persons, with the mother being more influential than the father. Vocational teachers were more influential than the counselor concerning career decisions. Too many parents, teachers, and counselors appeared to be encouraging students to go to college. Leading factors for seniors in selecting a career were interest in the work, working conditions, salary/wages, and personal satisfaction. The differences in responses among the students who were categorized according to vocational program experience indicated that a uniqueness exists in the career decision-making patterns of vocational students. Little relationship, if any, or a low positive relationship existed between years in a specific vocational program and whether that vocational teacher had an effect on the student's career decisions. Low to moderate positive relationships existed between years in a specific vocational program and whether that program had an effect on the student's career decisions. (References and data tables are appended.) (YLB)

ED 290 029
CE 049 404

Hillison, John
The Lessons for Contemporary Vocational Educators from the New Harmony Utopian Society.
PUB DATE- Dec 87
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Educational Principles; Experiential Learning; Foundations of Education; Secondary Education; *Vocational Education
IDENTIFIERS- *New Harmony Utopian Society

The New Harmony Utopian Society established in southwestern Indiana in 1815 set many precedents from a social and educational perspective. None were more dramatic nor more significant than its contribution to the field of vocational education. The criteria established by its founders for the New Harmony educational system included a practical perspective, Pestalozzian influence, public support, and as much self-sufficiency as possible. Emphasis on natural learning and hands-on experience gradually evolved into what would today be called vocational education. Economic necessity also made it logical for the New Harmony schools to turn to vocational education. New Harmony lacked skilled workers, and schools could possibly become economically self-supporting. New Harmony followed the social progressiveness of its founders, a stand that was too extreme for the 1820s and that proved to be short-lived. However, important precedent-setting ground was broken. By establishing a practical, school-based alternative to the apprenticeship program, New Harmony helped to legitimize vocational education. New Harmony had additional implications for three major contemporary issues in the field of vocational education, namely sex equity, the comprehensive high school versus vocational school, and teaching academic subjects through vocational education. (YLB)

ED 290 030
CE 049 405

Moore, Gary E.
To Tell the Truth: The Impact of the Hatch Act on Secondary Agricultural Education.
PUB DATE- Dec 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Teacher Educators in Agriculture (Las Vegas, NV, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Agricultural Education; *Curriculum Development; *Educational Development; *Educational History; Educational Legislation; *Federal Legislation; Postsecondary Education; Public Schools; Secondary Education; Teacher Education; *Vocational Education

The Hatch Act of 1887 established agricultural experiment stations to conduct agricultural research. It also called for the diffusion of agricultural information to the public. Land-grant university presidents and agricultural professors formalized the establishment of an association to improve communications and coordinate activities in regards to agricultural instruction and experimentation. The Association of American Agricultural Colleges and Experiment Stations parlayed the Hatch Act into an instrument of educational reform through the introduction of agriculture into public schools. In 1889, secondary agricultural education efforts were undertaken in Minnesota and Alabama. Around the turn of the century, the Office of Experiment Stations (OES) started an active campaign in different parts of the country to promote the introduction of agriculture into the secondary and elementary schools. OES served as a clearinghouse of information and resources for secondary instruction in agriculture and later was instrumental in the development of curriculum materials for secondary education, teacher training, and inservice teacher education. In 1915, OES was reorganized into the States Relations Service of the U.S. Department of Agriculture, but it continued to support agricultural education. By 1917 when the Smith-Hughes Act was passed, agricultural education in public schools was past the experimental stage. (YLB)

ED 290 031
CE 049 406

Flowers, Jim
Effects of the Problem Solving Approach on Achievement, Retention, and Attitudes of High School Vocational Agriculture Students in Illinois.
PUB DATE- Dec 87
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; Comparative Analysis; Educational Research; High Schools; *Problem Solving; *Retention (Psychology); *Student Attitudes; Teaching Methods; *Vocational Education

A study compared the effects on student achievement and retention between the problem-solving approach and the subject-matter approach in teaching a selected problem area in vocational agriculture. A quasi-experimental design, a variation of a nonequivalent control group design, was used. Treatments were randomly assigned to classes enrolled in introductory vocational agriculture courses in Illinois high schools, resulting in 66 students in the problem-solving treatment group and 60 in the subject-matter treatment group. Findings indicated that the problem-solving approach was no more or less effective as measured by student achievement, regardless of the cognitive level of the questions. It was no more or less effective in producing higher scores on the delayed retention test, regardless of the cognitive level of the questions. For the high-level cognitive items, students taught by the problem-solving approach exhibit lower achievement loss. Students' attitudes toward the problem-solving approach were slightly more positive, but the difference was not great enough to be considered statistically significant. (YLB)

ED 290 032
CE 049 409

Smith, Gerald E.
A Study of the Career Development Characteristics of First-Year Community College Business Majors with Implications for Additional Research and a Suggested Advisement Model.
PUB DATE- Dec 87
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Career Counseling; *Career Development; *Community Colleges; Counseling Techniques; Models; Postsecondary Education; *Student Characteristics; Two Year Colleges; *Vocational Maturity

Efforts to retain students, including career development strategies, can be particularly costly when dealing with the diverse educational backgrounds and aspirations that are typically found among community college students. For this reason, a study examined the career maturity differences that exist among subgroups of freshman-level community college students majoring in business. Although some of the study findings supported previous research, others appeared to contradict the existing career maturity and career development research. This study did not sustain Crites' theory that career development skills increase with age and grade. The previous research concluding that females display significantly higher career maturity levels than males was confirmed. The present study did not support previous research suggesting correlations between career maturity and measures of intelligence and school achievement; rather, the study suggested that career maturity and school achievement are separate constructs. No significant relationships were found between career maturity and parental educational level or program orientation. The findings pointed to a need for further research in such areas as the effect of systematic career development programs, the underlying sociological and psychological factors that contribute to the greater career maturity and certainty among females, and the retention rates of students with initially low career maturity scores compared with students with initially high scores. A four-step career counseling model was proposed. It calls for identification of a corps of academic advisers within each department or divisional area, identification of incoming freshmen who are in special need of career planning assistance, preliminary conferences to verify initial screening test results, and referrals to a career center. (MN)

ED 290 033
CE 049 410

Persons, Edgar
Practicing Teamwork.
PUB DATE- Dec 87
NOTE- 7p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agricultural Production; *Class Organization; *Cooperation; *Developing Nations; Extension Education; Graduate Study; Higher Education; Interprofessional Relationship; Teaching Methods; *Teamwork

At the University of Minnesota, a course entitled "Extension Methods for Ag Production in Developing Countries" has integrated "team" into the instructional plan. Graduate/upper division domestic and foreign students from across departments in the College of Agriculture and from throughout the university enroll. Students apply to be a member of a team, each of which is assigned to one of six developing countries. A Chief of Party is selected to represent the team. Evaluation of the work of the team is done on the basis of the team's total response to the assignment. The team is responsible and thus as a team receives praise or criticism for its effort. General observations are that few of the students know much about team membership, but difficulties disappear as the term progresses. Chiefs are more discriminating in evaluating the effort of individual team members as the term progresses. Dependence on each other seems to spur greater effort than when students work only for themselves. Before adapting the team approach, these criteria should be met: students are at a maturity level where they are capable of self-direction and team effort, assignments should be numerous enough to allow for the team to work out its best method of functioning, and evaluation and grading must recognize individual effort while retaining emphasis on team productivity and product quality. (YLB)

ED 290 034
CE 049 411

Hull, William L.; McCaslin, N. L.
Emphases on Placement in Secondary School Job-Related Training Programs.
PUB DATE- 8 Dec 87
NOTE- 19p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; *Job Placement; Program Content; Rural Areas; Secondary Education; *Student Employment; *Teacher Attitudes; *Transitional Programs; Urban Areas; *Vocational Education; Vocational Education Teachers

A study examined placement as a key indicator of commitment to occupational preparation in secondary education. The study focuses on the different amounts and types of support received for placement services in different types of schools, the effect of type of school (rural, urban, or suburban) on the placement services available, and the personal priority of vocational teachers to place graduates in training-related jobs. The study data were collected in the spring and fall of 1986 as part of a systematic database secured through a national sample of public secondary schools and classrooms within them. Ten different instruments were used to collect data on a nationwide random sample of 120 schools, with at least 20 teachers and 4 vocational programs observed in each school. Ninety percent of the vocational teachers supported placement of students (versus 68 percent of the academic teachers). The greatest commitment to student placement was found in area vocational schools. Almost three-fourths of the teachers in vocational high schools indicated that their schools helped students look for summer jobs. Placement was most available in urban schools and least available in rural schools. Although the vocational teachers were committed to placing students in jobs related to their training, they considered providing students with job search skills more important than providing actual job placement services. Neither the vocational nor comprehensive high school teachers expressed much commitment to the idea of placing students in non-training-related jobs. (MN)

ED 290 035
CE 049 412

Sugaya, Yoshiko
A Study of the Female Life Course.
PUB DATE- 85
NOTE- 11p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Age Differences; *Career Development; Demography; Developed Nations; Family Characteristics; *Family Life; *Females; Foreign Countries; *Life Style; *Rural Areas; *Social Change; Social History
IDENTIFIERS- *Japan

A study examined the historical changes that have occurred in the female life course pattern in rural communities in Japan. The family and career patterns of two generations of women were studied from a generation-lineage and age cohort perspective. The older-generation sample consisted of women between the ages of 50 and 79, and the younger-generation sample consisted of their daughters-in-law who live with them. The data were drawn from a 1983-1984 study that was conducted in Shiwahimecho, Miyagi Prefecture. Five items of family career (marriage, birth of first and last children, number of children, and type of mate selected and mate selection process used) were studied to analyze generational changes in the timing of transitional events. Three items related to career patterns (occupational experience before marriage, type of occupation held longest, and present working situation) were also studied. Those women in the younger generation got married two to three years later than did their older-generation counterparts. Both generations of women had their first child about two years after getting married; the older-generation women had their last child later than did the younger women, primarily because the older women had more children. All of the older women had arranged marriages, whereas many members of the younger cohort had chosen their own mates. The premarital labor force participation rates of the two groups were similar, with more of the younger women continuing to work after marriage. The older women tended to be employed in farming, whereas the younger working women tend to be employed full time in small factories or offices. (MN)

ED 290 036
CE 049 415

Duenk, Lester G.; Tuel, Charles
Understanding Insurance. A Guide for Industrial Cooperative Training Programs. Learning Activity Package No. 15.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
PUB DATE- 86
NOTE- 86p.; For related documents, see CE 049 416-417.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Cooperative Education; Cooperative Programs; Course Content; Definitions; *Distributive Education; Independent Study; *Insurance Companies; *Learning Activities; Postsecondary Education; Pretests Posttests; School Business Relationship; Secondary Education; Vocational Education

This learning activity package (LAP) on the insurance industry and the methods used to give protection to the insured is designed for student self-study. Following a list of learning objectives, the LAP contains a pretest (answer key provided at the back). Six learning activities follow. The learning activities cover the following material: terms used in the insurance industry, concept of risk sharing, automobile insurance, homeowner's insurance, life insurance, and health and accident insurance. Each learning activity includes a learning objective, information sheets, and a self-test with answers. A posttest with answer key completes the LAP. (KC)

ED 290 037
CE 049 416

Braden, Robert P.; Remzi, Kerim
Owning and Operating a Small Business. A Guide for Industrial Cooperative Training Programs. Learning Activity Package No. 14.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
PUB DATE- Dec 85
NOTE- 92p.; For related documents, see CE 049 415-417.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Behavioral Objectives; *Business Administration; *Cooperative Education; Cooperative Programs; Course Content; Definitions; *Distributive Education; *Entrepreneurship; Independent Study; Insurance; *Learning Activities; Money Management; Postsecondary Education; Pretests Posttests; School Business Relationship; Secondary Education; Self Evaluation (Individuals); *Small Businesses; Taxes; Vocational Education

This learning activity package (LAP) on starting a small business is designed for student self-study. It will help students learn about their aptitudes and abilities as well as about the basics of running a small business. Following a list of learning objectives, the LAP contains a pretest (answer key provided at the end of the LAP). Ten learning activities follow, covering the following topics: terms used in a business of your own; the advantages and disadvantages of establishing your own business; what type of business is best for you; basic business types; buying an established business; estimating costs and financing the small business; location and layout of the physical facilities; advertising your business; operating your business; and licensing, taxation, and insurance. Each learning activity includes an objective, information sheets, and a self-test with answers. A posttest with answer key completes the LAP. (KC)

DOCUMENT RESUME

ED 290 038
CE 049 417

Duenk, Lester G.; Combs, Paul William

Decision Making. A Guide for Industrial Cooperative Training Programs. Learning Activity Package No. 12.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
PUB DATE- 88
NOTE- 55p.; For related documents, see CE 049 415-416.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Cooperative Education; Cooperative Programs; Course Content; *Decision Making; *Decision Making Skills; Distributive Education; Independent Study; *Learning Activities; Needs Assessment; Postsecondary Education; Pretests Posttests; School Business Relationship; Secondary Education; *Self Evaluation (Individuals); Values; *Values Clarification; Vocational Education

This learning activity package (LAP) on decision making is designed for student self-study. It is intended to help students clarify their values as well as lead them through the steps of making a decision. Following a list of learning objectives, the LAP contains a pretest (answer key provided at the end of the LAP). Ten learning activities follow. The learning activities cover the following material: your priorities; your needs scales; the interview; the geographic region where you live; your needs; what comprises your perfect day; brainstorming; daily clocks; writing a letter; and where you would like to be in 5 years. Each learning activity includes a learning objective, information sheets, and a self-test with answers. A posttest with answer key completes the LAP. (KC)

ED 290 039
CE 049 422

Nelson, John E.
The Transfer of North American Instructional Technology to Developing Nations. A Focus on Instructional Video.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Jan 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Educational Communications and Technology (New Orleans, LA, January 14-19, 1988).

AVAILABLE FROM- Agency for Instructional Technology, 1111 West 17th Street, Bloomington, IN 47401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; Computer Assisted Instruction; *Developed Nations; *Developing Nations; Educational Cooperation; *Educational Technology; Global Approach; Instructional Materials; *Interactive Video; *International Educational Exchange; Material Development; Mathematics Skills; Secondary Education; Technology; *Technology Transfer; Vocational Education

Evolving from a television library begun in 1962, the Agency for Instructional Technology (AIT) was established by American and Canadian educators in 1973 to strengthen education through technology, and in cooperation with state and provincial agencies, it develops and distributes instructional video and computer materials. It has been active in developing instructional technology that teaches intellectual skills, cognitive strategies, the affective domain, or motor skills in addition to presenting information. In its 1985 instructional video production "Math Works," students are taught to use cognitive strategies, such as critical thinking, to manage their own learning processes by watching peers cope successfully with a difficult math problem. AIT's 2-year program "Principles of Technology" uses 6 different learning situations to teach applied physics to vocational and technical students. It contains 1,500 pages of text, 72 video programs, 90 laboratory sessions, mathematics exercises, classroom presentations, and teacher/student interaction. All materials produced by the agency are evaluated by teachers and other subject matter experts. AIT funds curriculum design and program production by forming consortia of interested state and provincial educational agencies in the United States and Canada. AIT is also actively seeking mutually beneficial curricula-sharing projects around the world and has worked with geographers and television crews in 14 countries to produce a program entitled "Global Geography." Materials intended for use outside the United States are translated, correlated to foreign texts, and adapted to the culture in which they will be used; the videotapes on which the materials are recorded are subjected to various technical conversions. "Principles of Technology" is being adapted for use in Bophuphatswana, Mexico, and Turkey, and "Math Works" is currently being adapted for use in Israel. (A two-page description of "Principles of Technology" is appended.) (MN)

ED 290 040
CE 049 423

Camp, William G.; And Others
Student Participation in Vocational Student Organizations and Grades for the Sophomore Class of 1980 in America.

PUB DATE- Dec 87
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade Point Average; High Achievement; *High School Students; *Outcomes of Education; Secondary Education; Student Characteristics; *Student Organizations; *Student Participation; *Vocational Education
IDENTIFIERS- *High School and Beyond (NCES)

A study was conducted to examine the effect of participation in vocational youth organizations on vocational student success in school, as measured by grades, while controlling for the effects of other variables that could reasonably be expected to have an impact on those grades. The research method was secondary analysis of an existing large-scale database, High School and Beyond 1980, sophomore cohort. The second follow up (1984) was the source of the data for this study. A sample of 5,737 vocational students was selected, and various data pertaining to their achievements as seniors were examined. Other factors examined were sex, race, family income, hours of homework per week, hours spent watching television per week, basic ability, parents' education, postsecondary educational plans, and number of new basics courses completed. The predictor variable of primary interest was student activity level, and the criterion variable identified was student grade point average at the completion of the senior year. Multiple regression analysis showed that participation in vocational student organizations produced a positive contribution to student achievement as measured by student grades. (KC)

ED 290 041
CE 049 426

Cantor, Jeffrey A.; Walker, C. Lee
The Design of Criterion-Referenced Tests to Support Vocational Program Evaluation.
PUB DATE- Dec 87
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Validity; *Criterion Referenced Tests; Evaluation Methods; Postsecondary Education; *Program Evaluation; Secondary Education; *Test Construction; *Test Use; *Test Validity; *Vocational Education

This paper discusses and describes an industry-based process for the design and development of criterion-referenced tests in vocational-technical subject areas to support vocational program evaluations. The following topics are covered in the paper: (1) use of criterion-referenced tests; (2) test design; (3) preparation of test materials; and (4) validation of test materials. Guidelines are provided in each of these areas for the reader to follow in developing and validating criterion-referenced tests. (KC)

ED 290 042
CE 049 427

Lalor, Gerald C.; Marrett, Christine
University of the West Indies Distance Teaching Experiment (UWIDITE). Report.
University of the West Indies, Mona (Jamaica).
PUB DATE- Nov 86
NOTE- 94p.; For a related report, see ED 240 993.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developing Nations; *Distance Education; Foreign Countries; Futures (of Society); *Information Networks; Instructional Materials; *Interactive Video; Outcomes of Education; Postsecondary Education; *Program Content; Program Costs; Program Effectiveness; *Regional Programs; Teaching Methods; *Telecommunications; Teleconferencing
IDENTIFIERS- *Caribbean; University of the West Indies (Jamaica)

Since March 1983, the University of the West Indies has been conducting a distance teaching experiment that links its three campuses and the Extra Mural Centres in Antigua, Dominica, and St. Lucia by telecommunications. The network is used for interactive distance teaching and other types of teleconferences. A variety of modern audio and video equipment is used in the program, including Pulsecom telephone termination equipment, teleconferencing equipment, telephone handsets, scramblers (to ensure confidentiality), slow-scan television, videocassette recording and playback facilities, and telewriters. Traditional print instructional materials (booklets and charts) are also used. Courses are primarily developed by their presenters, although consultants and researchers provide assistance when necessary. The program does not insist that teachers confine themselves to a single teaching method; however, the guiding principle of the program is that maximum use be made of the program's interactive potential. It is thus suggested that teachers avoid talking for more than 10-15 minutes without a break for discussions. The following types of programs are offered: administration, outreach programs, intercampus assistance for undergraduate programs, training of science technicians, agriculture, health, social sciences and law, and education. The outreach programs have included an arts symposium and a series on Caribbean art forms. Response to the program has been very encouraging, and it is hoped that the program will be expanded to serve more of the region's 14 countries (6 are currently served). (MN)

ED 290 043
CE 049 428

Johnson, Scott D.
Knowledge and Skill Differences between Expert and Novice Service Technicians on Technical Troubleshooting Tasks.
PUB DATE- Dec 87
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987). For the complete report on which this paper was based, see ED 284 054.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Auto Mechanics; Electricity; Electronics; *Job Skills; *Job Training; Mechanics (Process); Postsecondary Education; Problem Solving; *Skill Development; *Technical Occupations; Trainees; *Training Methods; *Work Experience
IDENTIFIERS- *Troubleshooting

A two-part study examined the relationship between technical troubleshooting behavior and the level of expertise of service technicians who diagnose faulty equipment. The first investigation addressed the differences in the knowledge base that troubleshooters bring to a problem. A group of five novice troubleshooters and five experts was given electric generator sets to repair. The results showed that experts have a much greater depth of understanding of the basic principles and concepts that underlie the operation of generator sets. Experts can also comprehend the function and operation of the generator system, whereas the novices seem to lack an accurate mental model of the operation of the technical systems they repair daily. The second investigation attempted to identify differences in the actual troubleshooting performance of the expert and novice service technicians. In this test, the subjects were instructed to "think aloud" as they worked through a problem with either a faulty fuel pump or an open wire. The primary difference between the troubleshooting performance of the experts and the novices was that the experts were able to select better information and generate better hypotheses, probably because they have more knowledge and their knowledge is organized more effectively. The results of this study can be used to design training programs to reduce the differences between expert and novice technical troubleshooters. (KC)

ED 290 044
CE 049 432

Ryan, Ray D.
Impact on Technology. Evolving Directions on the International Scene.
PUB DATE- 7 Dec 87
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; *Educational Needs; *Futures (of Society); Global Approach; *Labor Needs; Secondary Education; Student Centered Curriculum; *Technological Advancement; *Vocational Education

Not only are economic, political, social, and technological changes occurring constantly throughout the world, but the rate at which they are occurring is increasing rapidly. The ever-increasing pace of technological change is especially evident in transportation and computer technology, both of which have brought the different ends of the earth closer together than ever before. The time has come to resist political pressures to raise and lower curriculum standards and to realize that the developed nations of the world (the United States and Western Europe) share common interests with the developing nations of Asia, Latin America, and Africa. Education's "return to basics" must not be at the expense of the job training that is needed to meet changing business needs. Vocational and technical education teachers must endeavor to create a new kind of worker--the "knowledge worker." Knowledge workers are workers who, because of their increased problem-solving skills, adapt easily to group settings, are more innovative than other workers, possess a high level of self-motivation and self-esteem, and exercise some choice over their work methods and work environments. Although knowledge workers do not require specific degrees with a specific number of units in a content area, they must know how to think, evaluate, cooperate, change, and deal with changes. Today's teacher-centered classrooms must give way to student-centered laboratories that will focus on leadership, multi-job, participatory, job-specific, and company-specific skills. (MN)

ED 290 045
CE 049 433

Formula for Your Future. Overview.
Van Buren Intermediate School District, Lawrence, MI.
PUB DATE- 87
NOTE- 14p.; Some figures contain small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Exploration; *Career Planning; Counseling Techniques; *Decision Making; *Demonstration Programs; *Information Seeking; Internship Programs; Models; Resumes (Personal); Secondary Education; *Self Evaluation (Individuals); Simulation
IDENTIFIERS- *Van Buren Intermediate School District MI

Formula for Your Future, the comprehensive career guidance program that was developed by the Van Buren Intermediate School District in southwestern Michigan, was recognized as an exemplary guidance program by the United States Office of Education in 1986. According to the program model, students work with counselors on a one-on-one basis to make tentative decisions about their careers and training. In the first stage of the four-step model, students learn to assess their physical, emotional, and intellectual interests and their physical, emotional, and intellectual abilities. In the second stage, students are helped to develop an awareness of their options by gathering general career (cluster), general training, specific career, and specific secondary and postsecondary training information. Students learn decision-making skills in the third stage; they make cluster, tentative career, and tentative general and specific training decisions. Then, with a counselor's assistance, they develop an Employability Development Plan (a narrative plan that outlines the classes and work experience that will move students closer to their individual career goals). The plans are reviewed each year by the student and counselor and are finally converted into a resume as the goals are attained. The skills developed in the program are intended to be recycled throughout the students' lives. (This program overview describes the different steps in the model program and includes sample forms used in the counseling process.) (MN)

ED 290 046
CE 049 434

Steczak, Cheryl; And Others
A Study of Educational and Vocational Barriers and Opportunities for Employment Experienced by Clients from the Pennsylvania Office of Vocational Rehabilitation Who Matriculated in Post-Secondary Programs, 1980-1986.
SPONS. AGENCY- Pittsburgh Univ., Pa. School of Education.
PUB DATE- Dec 87
NOTE- 35p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Disabilities; Disadvantaged; Educational Environment; Education Work Relationship; Employment Opportunities; *Employment Problems; Followup Studies; Graduate Surveys; *Outcomes of Education; Postsecondary Education; State Surveys; *Vocational Rehabilitation; *Work Environment
IDENTIFIERS- *Pennsylvania

A study examined the educational and vocational barriers and opportunities reported by 788 disabled adult clients of the Pennsylvania Office of Vocational Rehabilitation who matriculated in postsecondary education in Pennsylvania between 1980 and 1986. Thirty-six percent (244) of the surveys were returned. Half of the disabled adults matriculating in postsecondary education between 1980 and 1986 were physically disabled. The majority (63 percent) completed a postsecondary vocational training program and desired an educational experience that would prepare them for a professional, technical, or managerial position. Only 14 percent of the rehabilitation office clients had a position in the professional, technical, or managerial occupational cluster after completing their postsecondary education. Of the 244 respondents, fewer clients experienced problems related to accessibility than experienced barriers related to social and emotional integration with classmates in postsecondary education. Forty-eight percent of those responding to the follow-up survey were earning yearly incomes at or below the federal poverty income guidelines for a family of four. The education-related barriers that were cited most frequently were lack of adequate job placement services, supportive counseling, job readiness training, social integration into class, and back-to-school preparation. On-the-job barriers included lack of assistance with work management, help with social integration, sufficiently frequent rest periods, and additional on-the-job training. The study confirmed that efforts to reduce architectural barriers to education and employment are succeeding; however, more needs to be done in the area of focusing nondisabled students' and employers' attention on the abilities rather than on the disabilities of physically disabled persons. (MN)

ED 290 047
CE 049 435

Orsak, Charles
The Holland SDS Personality Codes for Adult Basic Educators in Texas.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Job Satisfaction; Personality Studies; *Personality Traits; State Surveys; Teacher Aides; Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Holland Self Directed Search; *Texas

Holland's Self-Directed Search (SDS) was used as a tool for comparing the typical personalities of full- and part-time adult basic education (ABE) teachers, the correlation between interclass and intraclass relationships of the six personality types for full- and part-time ABE teachers, and the correlation between personality type and job satisfaction among ABE teachers. Of the 1,918 of Texas's ABE teachers who were given survey instruments, 911 returned usable forms. According to Holland's hierarchy of traits, the Texas teachers turned out to be social, enterprising, and conventional (SEC). The hierarchy was essentially the same for full- and part-time teachers, the only difference being that order of the three-trait code was reversed for teachers' aides (social, conventional, enterprising for the aides versus social, enterprising, conventional for the other part-time instructors). The interclass and intraclass relationships among the six personality types showed a high level of correlation, and the full- and part-time teachers expressed the same level of satisfaction with working in an adult basic education program. Neither was their any significant difference in the Holland SEC code among those ABE teachers who were satisfied with their jobs and those who were not. It was recommended that persons using Holland's SDS to screen candidates for ABE teaching positions consider only the first two letters, giving preference to individuals whose two most dominant traits appear to be social and enterprising. (MN)

ED 290 048
CE 049 437

Beder, Hal; Valentine, Thomas

Iowa's Adult Basic Education Students: Descriptive Profiles Based on Motivations, Cognitive Ability, and Sociodemographic Variables.

Western Iowa Tech, Sioux City.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- May 87
NOTE- 84p.; For a related study, see CE 049 438.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adults; *Cognitive Ability; *Group Behavior; *Profiles; Social Behavior; State Surveys; *Student Characteristics; *Student Motivation
IDENTIFIERS- 310 Project; Iowa

Research provided a comprehensive descriptive analysis of the Iowa adult basic education (ABE) population. Data were collected through comprehensive interviews from a carefully drawn random sample (n=323) of those who completed less than 11 grades. A random subsample was followed up by telephone interview. The population was described on three dimensions: motivations for attending, sociodemographic characteristics predictive of group behavior, and learners' cognitive ability and achievement levels. The research also segmented the population into groups that represented the underlying behavioral structure of the population and determined the success of the population according to selected success indicators. Findings indicated an underlying structure to motivation that was embodied in 10 factors: self-improvement, family responsibilities, diversion, literacy development, community/church involvement, job advancement, launching, economic need, educational advancement, and urging of others. The ABE population segmented itself into six types: mainstream women, the least affluent/least employed, the urged, young adults, the climbers, and low ability strivers. The cognitive ability, aptitude, and achievement levels were quite low. (Instruments are appended.) (YLB)

ED 290 049
CE 049 438

Beder, Hal; Valentine, Thomas
Iowa's ESL Students: A Descriptive Profile.
Western Iowa Tech, Sioux City.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Dec 87
NOTE- 51p.; For a related study, see CE 049 437.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; *Cognitive Ability; Cultural Differences; *English (Second Language); Ethnic Groups; *Group Behavior; Limited English Speaking; Profiles; Social Behavior; State Surveys; *Student Characteristics; *Student Motivation
IDENTIFIERS- 310 Project; Iowa

The second phase of a three-phase study undertaken in Iowa provided a detailed analysis of the adult basic education/English-as-a-Second-Language (ABE/ESL) population. Objectives were to determine student motivation, segment the ESL population into groups based on group behavior, segment the population into groups based on ethnicity, and describe ethnic groups according to sociodemographic and motivational variables. Data were collected through interviews with 240 ESL students in 4 large urban programs. Findings indicated considerable similarity between motivations of ABE and ESL students. They were motivated by the need for self-improvement, a desire to help children, employment and economic concerns, and a desire to read and write. Different motivations for ESL students were self-improvement through social integration and better functioning/reduced isolation. Motivational segmentation identified six groups: family women, strivers, integrating Southeast Asians, the least family oriented, and better-educated temporary residents. A cultural segmentation identified five ethnic groupings: Latin Americans, Middle Easterners, Southeastern Asians, Far Easterners, and Europeans. Significant differences were identified between groups in respect to motivations and sociodemographic variables. (The instrument is appended.) (YLB)

ED 290 050
CE 049 439

Axelrod, Valija M.; Magisos, Joel H.
Project Management for International Development.
PUB DATE- Dec 87
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *International Programs; *Management Development; *Models; Needs Assessment; Professional Continuing Education; *Program Administration

A project developed a content model for international project management training. It also compiled a bibliography of project management references, identified specific project management training needs based upon a survey of international sponsors and contractor personnel, and documented the training needs of international project managers. Data were collected through a literature review, survey of international sponsoring agencies and contractor organizations, and interviews with individuals from agencies and organizations. The Project Management Institute taxonomy, as published in 1983, was used as the initial content framework of the model. Nine areas in which training was needed were included in the model: scope management, time management, cost management, quality management, human resources management, communications management, cultural management, procurement management, and legal requirements management. Major training needs in each area were identified. Project manager supervisors felt that the most effective means of providing training was through a modularized set of competency-based materials and that new project managers would benefit from customized training programs. (YLB)

ED 290 051
CE 049 440

Solomon, George T., Ed.; And Others
Keys to the Future of American Business. Proceedings from the Creativity, Innovation, and Entrepreneurship Conference (4th, Los Angeles, California, March 20-21, 1987).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Small Business Administration, Washington, D.C.
PUB DATE- Mar 87
NOTE- 234p.; Also sponsored by Loyola Marymount University, George Washington University, Venture Magazine, Bell Atlantic, Control Data Corporation, the National Federation of Independent Business Foundation, Ernst & Whinney, Inc., and the Creative Education Foundation.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; Career Education; Conference Proceedings; Continuing Education; *Creativity; *Entrepreneurship; Higher Education; *Innovation; *Management Development; Postsecondary Education; Program Development; Secondary Education; *Small Businesses

These proceedings contain 3 speaker presentations and 17 workshop papers from a conference of experts who are involved in creating environments that encourage people to be creative, innovative, and entrepreneurial. The speaker presentations are "Creative Public-Private Sector Ventures--'The Success Series'" (Bettianne Welch), "Just Do It" (Wally "Famous" Amos), and "If Constructively Creative Divergent Thinking Equals Entrepreneur...How Can We Help Create More of Them?" (Arthur Zipper, III). Workshop papers include "The Visionary Entrepreneur" (Sidney Parnes); "New Business in America: A Second Report on Research in Progress" (William Dunkelberg, William Dennis); "Entrepreneurship Education for Inner City Youth and Adults: An Innovative Approach" (Peter Crabtree, Jim Hamp); "Developing a City-Wide Program to Promote Creativity, Innovation, and Entrepreneurship" (Dan Pursuit); "Business Development Program" (Gene Atherton, Mark Menente); "Creativity: Its Practical Applications--Learning the Rules of Creative Action" (Bruce Honig); "The Entrepreneurial Phenomena" (Erik Winslow, George Solomon); "Home-Based Business: An Overview" (Thomas Gray); "Helen's Kitchen--A Recipe for Success" (Helen Smith); "Managing Creativity and Innovation" (H. Daniel Stage et al.); "Growth through Merger and Acquisitions" (Arthur Schaefer et al.); "Innovative Leadership for Enterpreneurship Education" (Linda Van Ballenberghe et al.); "Exploring Creativity in Formal Organizations" (Bruce Whiting); "Managing Creative and Innovative Activities" (L. W. Fernald); "Developing a Research Tool to Identify Corporate Entrepreneurs" (K. Mark Weaver); "Small Business in the Year 2000" (Thomas Gray); and "Who Uses Small Business Training? A Profile of Small Business Owners Most Likely to Use College and University Training and Education" (W. F. Kiesner). An agenda and participants list are appended. (YLB)

DOCUMENT RESUME

ED 290 052
CE 049 441

White, G. Ray; Pruitt, Katy
Serving Parenting Teens through the Job Training Partnership Act.
PUB DATE- 7 Dec 87
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Daily Living Skills; *Early Parenthood; Federal Legislation; Federal Programs; *High School Equivalency Programs; *Job Placement; *Parenthood Education; *Pregnant Students; Program Development; Program Implementation; Secondary Education; Unwed Mothers
IDENTIFIERS- General Educational Development Tests; Job Training Partnership Act 1982

Job Training Partnership Act funds were provided for the Options for Young Mothers project in a mid-sized Texas community. The program was developed and 14 clients were selected. The main components of the program were life skills, General Educational Development (GED) training, counseling, and basic skills training and job placement (Jobs). The life skills component, a 10-week course, provided instruction in communication/assertiveness, family planning, child development, parenting, women at work/stress management, and community resources. The self-paced GED component was designed to teach specifically for the exam rather than to provide broad academic education. The Jobs component included career assessment and development activities, basic skill training, and job placement. The counseling component was based on the individual needs of the client. It proved to be rather impractical, and plans were made to revamp it into a guidance program. After six months of operation, 11 of the original participants had completed all segments of the program with the exception of the GED. Ten were employed--five in full-time employment, two in part-time employment, and three in full-time, temporary work. Eight of the clients were to take the GED in December 1987. (YLB)

ED 290 053
CE 049 443

Brandt, William E.; And Others
The Longitudinal Follow-up of 1981 Missouri High School Graduates.

Final Report.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Oct 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; *Employment Patterns; Graduate Surveys; *High School Graduates; Longitudinal Studies; *Program Effectiveness; *Vocational Education; Vocational Followup
IDENTIFIERS- Missouri

A longitudinal study began with a sample of Missouri graduates from the class of 1981 and extended over a five-year period. Thirteen area vocational-technical schools along with their corresponding sending high schools participated. A strict random sampling procedure produced roughly equivalent samples, one of vocational graduates and a second of nonvocational graduates. Purpose of the study was to determine the successes or difficulties of graduates in using skills and knowledge acquired in high school to make a successful and economically rewarding transition from high school into the immediate post-high school years. The study compared and contrasted the samples, focusing primarily on economic aspects relative to salary and employment. Findings showed that vocational graduates earned more money, had more job stability, held more full-time jobs, and were more confident of their ability to compete for employment after graduation. The majority of vocational graduates were employed in an area related to their training. Graduates who worked in high school earned more after graduation. Nonvocational graduates were more likely to continue their education. Most graduates indicated job satisfaction. Graduates advised students to continue their education and advised educators to provide job experience, encourage further education, and provide job placement services and career counseling. (YLB)

ED 290 054
CE 049 450

McWilliams, Jettie M.; Miller, Robert
Jobs for the Nineties. Reality or Politics.
PUB DATE- Dec 87
NOTE- 15p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demand Occupations; *Employment Opportunities; *Employment Projections; Job Satisfaction; *Labor Needs; Policy Formation; *Political Influences; Postsecondary Education; *Prestige; Secondary Education; Service Workers; Skilled Occupations; *Teacher Attitudes

IDENTIFIERS- *Arizona

A study used two different rankings (a national study of occupational prestige and a study by the Arizona Department of Education [ADE]) of occupations to identify the extent that occupational prejudice affects the opinions that individuals have about job opportunity. Two lists of 20 occupations were prepared and given to 54 persons, 22 of them teachers, who were enrolled in a Master of Arts in Education Counseling (MA) program in Arizona. The participants were asked to rank order the occupations based on their perception of the best chance for employment in Arizona and on their perception of the occupations' prestige in Arizona. The results showed a surprising agreement between the rankings of the MA students, particularly those of the teachers, and the ADE and prestige study rankings. The teachers also seemed to feel that the chances for employment in higher prestige occupations are less than those in lower prestige occupations. The study concluded that the teachers' opinions may be based on misleading media and government reports that show low-wage jobs in the majority of jobs created; they also may not be aware that many skilled crafts jobs are not being filled. Therefore, teachers may be steering students into white-collar or low-wage jobs instead of into satisfying skilled crafts jobs, based on beliefs rather than the realities of the job market. (KC)

ED 290 055
CE 049 453

The Escambia County School District JTPA Vocational Program: How the Escambia County School District and the Private Industry Council of SDA #1 Are Working Together to Prevent High School Dropouts, Boost Economic Development, and Put People Back to Work. Computer Assisted Instruction.
Escambia County Board of Public Instruction, Pensacola, Fla.
PUB DATE- Aug 87
NOTE- 81p.; Presented at the State Vocational Conference (Orlando, FL, August 3-6, 1987). Appended project forms contain some light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Programs; Behavioral Objectives; Check Lists; *Computer Assisted Instruction; Cooperative Planning; Cooperative Programs; *Disadvantaged; Employment Services; Job Training; Learning Activities; Records (Forms); Remedial Instruction; *School Business Relationship; *Vocational Education; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

In March 1985, the Escambia County School District in Florida entered a public-private partnership with more than 500 employers through the Private Industry Council and began a series of Job Training Partnership Act (JTPA) programs to meet the employment and training needs of disadvantaged youth and adults living in the local community. The program provides a continuum of remedial education, job training, and employment services that has achieved the following results: 291 disadvantaged youth achieved a half-grade level gain in their academic functioning after only 3 months of remedial instruction in a computer-assisted instructional program, 993 non-JTPA students were also able to benefit from the program during fiscal 1987, 8 recipients of Aid to Families with Dependent Children completed teachers' aide training and found employment in the Escambia County School District, 348 youth and adults were recruited and referred to occupational skills training at the George Stone Area Vocational Technical Center, and 53 handicapped students received training in the construction trades. The JTPA employment component of the continuum has helped 511 special needs youth find employment through several different placement programs. This project report includes an operating procedures guide (covering start-up, laboratory set-up, student management, proctor activities, and laboratory behaviors); information sheets for students and teachers; project forms; and training materials for students, teachers, and proctors. (MN)

ED 290 056
CE 049 455

Ubadigbo, Fidelis N.; Gamon, Julia A.
Educational Strategies and Extent of Cooperation with Agri-Educators by Selected Agribusinesses.

PUB DATE- Dec 87
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; Agricultural Chemical Occupations; *Agricultural Education; *Cooperative Planning; *Cooperative Programs; Educational Strategies; Feed Industry; Information Dissemination; *Off Farm Agricultural Occupations; *School Business Relationship; State Surveys; Statewide Planning
IDENTIFIERS- *Iowa

A study examined the educational strategies used by three Iowa agribusinesses--livestock feed, chemical/fertilizer production and distribution, and seed production and distribution. The goals of the study were to identify (1) different educational strategies used by the three types of agribusinesses, (2) the extent of cooperation between the agribusinesses and other educational agencies, and (3) the views of agribusinesses on the importance of supplying agriculture teachers with current information on selected agricultural topics. The sample of 84 agribusinesses included 33 livestock and feed, 40 chemical/fertilizer, and 11 seed corn businesses. All three types of agribusinesses reported substantial increases in their educational efforts since 1980. All three types of agribusinesses reported making high use of farm and home visits and meetings as forums for presenting educational information. Most of the agribusinesses surveyed used a wide variety of strategies to disseminate information to farmers. The only significant differences with respect to the use of different strategies by different types of agribusinesses occurred in the cases of "farmers dropping in at the office" and "use of television" (both of which were used much less frequently by the seed companies than by the other two agribusinesses). This study revealed a low level of cooperation between agribusinesses and local educational agencies (in contrast to other studies that have indicated a high degree of such cooperation). (MN)

ED 290 057
CE 049 456

McMurry, James G.; Trott, James W.
Telelearning Offers New Alternatives for T&I Delivery Systems.
PUB DATE- 5 Dec 87
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Postsecondary Education; *Professional Continuing Education; Program Costs; *Program Effectiveness; Statewide Planning; *Teacher Education; *Telecourses; *Trade and Industrial Education; *Vocational Education Teachers
IDENTIFIERS- *Louisiana

In July 1985, declining state revenues forced Louisiana state legislators to institute a number of layoffs and hiring freezes at postsecondary-level vocational-technical schools in the state and to discontinue the state's policy of paying for the continuing education courses that the state's secondary-level trade and industrial education (T&I) teachers needed to fulfill their state certification requirements. These two factors created the need for alternative methods of delivering professional continuing education to T&I teachers throughout the state. A telecourse entitled "Testing in Vocational Trade and Industrial Education" was developed to meet this need. The telecourse offered the following advantages: one teacher could teach the class's four sections simultaneously; the course could be offered to the smallest of classes (one section contained only one student); travel times and costs were reduced; and the telecourse method was perceived as being more intimate than correspondence study. The teachers did, however, note the following disadvantages of the telecourse approach: lack of personal contact between student and instructor, inability to provide individualized attention to students, inability to supervise closely and provide immediate feedback to students, fewer opportunities to evaluate students, and greater formality in the relations between teacher and students than in face-to-face instruction. Despite similar misgivings about the telecourse approach, most students (a 2:1 majority) found the course to be effective. (MN)

ED 290 058
CE 049 461

Herman, Mauricio
Development Funding Assistance: Changing Emphasis on Facilities, Programs and Management.
PUB DATE- Dec 87
NOTE- 10p.; Paper presented at the International Vocational Education and Training Association Convention (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Economic Development; Educational Facilities; Educational Finance; *Financial Support; Program Administration; *Program Development; *Vocational Education
IDENTIFIERS- *Latin America

The present financial crisis in the world's developing nations, as evidenced by the external debt situation in Latin America, is forcing governmental decision makers to make some very hard choices regarding the financing of education. In times of such hard choices, it is important that those responsible for funding education in developing nations not forget that investments in education are in reality investments in human capital and that eventually they lead to increased economic productivity. It is also important to remember that educational programs must respond to the socioeconomic needs of those who are being educated rather than of those who are funding the programs. Education must enable students to enjoy a better quality of life. This is especially true in the case of vocational-technical schools. Particularly in developing nations, specialized skills can probably be better acquired through nonformal training rather than in a conventional school setting. Although it is always important that educational systems be productive, the issue of productivity becomes especially important in times of financial crisis (as at present). Those responsible for financing development programs should also remember that, in the final analysis, development is a function of education rather than vice versa. (MN)

ED 290 059
CE 049 464

Collins, Paul D.
The Triumph of Circumspection?
PUB DATE- 4 Jan 88
NOTE- 58p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987). Appended figures contain small, blurred print.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Educational Policy; *Futures (of Society); *Generalization; Models; Policy Formation; *School Role; Secondary Education; Social Change; *Technical Education; *Vocational Education
IDENTIFIERS- *Entropy

This conference presentation, which is divided into three parts, deals with problems facing the educational system, the concept of entropy and its relationship to vocational education, and the need to develop "technical generalists." The first part stresses the responsibility of the American school system in remedying the many social problems caused by poverty, unemployment, the aging of the U.S. population, and the social and economic costs of illiteracy. The second part recommends that vocational educators work to generalize skills, develop a common set of attitudes, foster common expectations, and teach curriculum commonalities. This can be accomplished through complexity, organization, separability, continuity, sequentiality, interdependence, and self-regulation. The third, and longest, part of this document explores the implications of the concept of entropy for vocational-technical education. A model is presented for restoring the public school system to a well-ordered, well-functioning state by providing a general and flexible form of vocational education that is used to train individuals to be more than specialists in a technical field. Rather, the proposed program would stress techniques for evaluating, transferring, and reinforcing knowledge to other areas. (MN)

CG

ED 290 060
CG 020 395

Attitudes and Opinions from the Nation's High Achieving Teens. 18th Annual Survey of High Achievers.
Educational Communications, Inc., Lake Forest, IL.
PUB DATE- 14 Sep 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Alcoholism; Drug Abuse; *Gifted; *High Achievement; High Schools; *High School Students; National Surveys; *Parent Child Relationship; Political Attitudes; Sexuality; *Social Problems; *Student Attitudes; Suicide

This document contains factsheets and news releases which cite findings from a national survey of 1,985 high achieving high school students. Factsheets describe the Who's Who Among American High School Students recognition and service program for high school students and explain the Who's Who survey. A summary report of this eighteenth annual survey gives a profile of respondents and presents students' views on education, politics, drugs and alcohol, social issues, college career plans, sexual issues, religion, and teenage suicide. A highlights paper discusses respondents' views on education; college plans; the personal issues of suicide, family, friendship, sex, and drug and alcohol use; the social issues of abortion and sex education; and politics. Three news releases are included which focus on students' views concerning drugs and alcohol, students' ratings of President Reagan and their dissatisfaction with his performance in foreign policy, and students' recommendations on how to raise the nation's level of academic achievement through increased parental involvement and periodic evaluations of teachers and school administrators. (NB)

ED 290 061
CG 020 424

Ruhl, Berenice; McCanne, Thomas R.
Assertiveness in Women Reporting Symptoms of Bulimia.
PUB DATE- May 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; *Bulimia; College Students; *Compliance (Psychology); *Depression (Psychology); *Females; Higher Education; *Interpersonal Competence; Personality Traits; Psychological Patterns; Sex Differences

It has been suggested that a lack of assertiveness may be an important component of the psychological make-up of bulimic women, and that bulimic women may experience particular difficulties in asserting themselves in interactions with men. In this study, 23 women reporting the symptoms of bulimia by high scores on the Bulimia Test (BULIT) and 21 women reporting low BULIT scorers completed several self-report scales, including the Beck Depression Inventory (BDI) before interacting with either a male or a female confederate who made five increasingly demanding requests. In vivo interactions were videotaped and tapes were rated for behavior by a rater blind to subjects' BULIT scores. The results revealed that, compared to low scorers, high scorers on the BULIT obtained significantly higher scores on the BDI, displayed significantly shorter latencies of response to the confederate's requests, and manifested significantly lower overall verbal assertiveness in response to confederate's requests. Compared to other conditions, a disproportionate number of high scorers complied with all requests of the male confederate. (Author/NB)

ED 290 062
CG 020 425

Anti-Gay Violence. Hearing on Anti-Gay Violence before the Subcommittee on Criminal Justice of the Committee on the Judiciary. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 9 Oct 87
NOTE- 227p.; Serial No. 132. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Legislation; Government Role; Hearings; *Homosexuality; Law Enforcement; *Lesbianism; *Social Discrimination; *Violence
IDENTIFIERS- Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the issue of antigay violence. In his opening statement, Representative John Conyers, Jr. presents statistics which attest to a rise in antigay violence since the murders of San Francisco Mayor George Moscone and City Supervisor Harvey Milk in 1979. He notes that there are currently no federal statutes which specifically prohibit antigay violence and stresses the need for this hearing to examine the level of violence being directed toward homosexuals and to determine what needs to be done about it. Witnesses providing testimony include: (1) Kevin Berrill, National Gay and Lesbian Task Force; (2) Diana Christensen, Community United Against Violence; (3) David Wertheimer, New York City Gay and Lesbian Anti-Violence Project; (4) Gregory M. Herek, American Psychological Association; (5) Jacqueline Schafer, liaison to the gay community for the district attorney for the County of New York; (6) Robert Johnston, Jr., New York City Police Chief; and (7) Joyce Hunter, Institute for the Protection of Lesbian and Gay Youth. Kathleen Sarris, Robert Gravel, and William Hassell describe violence directed against them because of their homosexuality. Witnesses cite studies of antigay violence, give case examples of violence against homosexuals, and make recommendations to the federal government concerning a response to the problem. Relevant materials consisting of prepared statements, letters, and a news article are appended. (NB)

ED 290 063
CG 020 426

Dunlop, Jean D.

Senior Alcohol Services Revisited: Elderly Alcoholism--Current State of the Art.

PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the National Nurses Society on Addictions Annual Education Conference (Chicago, IL, April 11-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Age Differences; Aging (Individuals); *Alcoholism; *Clinical Diagnosis; Individual Characteristics; *Negative Attitudes; *Older Adults; Therapy

This report notes the growing awareness of alcohol problems among the elderly during the past 5 to 10 years, and reviews the final conclusions of the federal demonstration project, Senior Alcohol Services. Five basic concepts are included: (1) there are a growing number of elderly persons with alcohol problems (10-15% of all persons over age 60); (2) alcohol problems underlie and/or exacerbate medical problems in the elderly; (3) the elderly as a group are entirely treatable; (4) some unique characteristics of the elderly must be considered in diagnosis and treatment; and (5) effective treatment modalities differ widely. Some innovative and successful treatment approaches are described, and specific clinical issues of use in working with the elderly patient are discussed. Four appendices are included. Appendix A compares symptoms of alcoholism, aging, and drug side effects, and provides information useful to clinicians in making a differential diagnosis. Physiological reasons that alcohol has a more profound impact as the body ages are reviewed in Appendix B, which describes effects of aging and of alcohol on neurological considerations, sleep, heart and circulation, liver, gastrointestinal tract, kidney, nutrition, and stress response. Appendix C looks at clinical treatment issues, listing characteristics that clinicians must consider in treating elderly clients. Appendix D examines family issues in elderly alcoholism. (Author/NB)

ED 290 064
CG 020 427

Dunlop, Jean D.; And Others
Senior Alcohol and Drug Coalition: Statement of Treatment Philosophy for the Elderly.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcoholism; *Community Services; Individual Needs; Intervention; *Older Adults; Prevention; *Therapy

This document recognizes the growing awareness of alcohol problems faced by the elderly during the last 10 to 15 years and cites results of studies conducted to examine the extent of these problems. It then presents a community treatment continuum designed by a coalition of concerned individuals in the northwestern part of the United States. The plan described recognizes the fact that alcoholism advances through stages and that treatment needs vary according to the client's position on that continuum. Individual variables that also influence the choice of treatment plan are listed, including economic resources, a living environment supportive of recovery, client personality, and mental and physical condition. A schematic outline is presented which describes each of the continuum's six components of prevention, intervention, detoxification, protected environmental treatment, treatment, and continuing care. A section on components of a community treatment continuum for elderly alcoholics looks separately at these six components and also at the areas of long-term treatment, co-existing mental/physical illnesses which complicate treatment, and social work services. (NB)

ED 290 065
CG 020 428

Atkinson, Leslie; And Others
Subclassification of School Phobic Disturbances.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Clinical Diagnosis; Depression (Psychology); Elementary Secondary Education; Fear; Foreign Countries; *Mothers; *Parent Child Relationship; *Personality Traits; *Psychological Patterns; *School Phobia; *Separation Anxiety; Students
IDENTIFIERS- Canada

The confusion surrounding all aspects of school refusal may rest partly on the misguided assumption that the disturbance represents a single syndrome. Five consistently emerging variables which may help distinguish among school phobic types were abstracted from the literature: extensiveness of disturbance, mode of onset, age, fear source, and gender. This study was conducted to determine empirically if and how these dimensions relate to one another and to examine the issue of school refusal representing one syndrome. Data from clinical records of 100 school refusers were subjected to a variety of analyses, culminating in cluster analysis. Three school phobic subtypes emerged, reliably grouping 72 of the subjects. Cluster (C) 1 consisted of 15 children who feared separation from dependent, overprotective mothers. C2 consisted of 28 children who were perfectionistic and depressed. They dominated their mothers who had been deprived in childhood. C3 consisted of 29 extensively disturbed children from multiproblem families, who had suffered early separation or loss, and who were fearful and depressed. These findings have direct ramifications for treatment. (Author/NB)

DOCUMENT RESUME

ED 290 066
CG 020 429

Dakof, Gayle A.; And Others

Family Support and the Cancer Patient.

PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; Coping; Emotional Adjustment; Emotional Response; *Family Relationship; *Helping Relationship; *Patients; *Social Support Groups; Spouses; *Well Being

Research has shown that social support is psychologically beneficial to cancer patients, with support from families being especially important. A survey of the social support needs of 407 cancer patients and an in-depth interview study of 55 of those patients were conducted to examine issues concerning family support and cancer patients. Results from the survey demonstrated that, after accounting for prognosis, support was still related to patient well-being. The data suggest that family support is uniquely valuable to cancer patients. Patients in the second study reported that spouses were most helpful when they were physically present, expressed concern and affection, calmly accepted the illness, provided practical assistance, or were optimistic about the prognosis. Spouses were considered unhelpful when they were critical of the patient's response to cancer, minimized the personal impact of cancer, or expressed too much worry and pessimism. Similarly, other family members were considered most helpful when they expressed affection and concern, were physically present, or provided practical assistance; and unhelpful when they minimized the seriousness of the cancer or criticized the patient's response to the cancer. Future research should take a family systems perspective and examine ways in which family members (including the patient) mutually influence each other's attempts to understand and adapt to cancer. (NB)

ED 290 067
CG 020 430

Basow, Susan A.
Teacher Expressiveness: Effects of Teacher Sex and Student Sex.

PUB DATE- Aug 87
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Higher Education; Personality Traits; *Sex Differences; Sex Role; *Student Evaluation of Teacher Performance; *Teacher Characteristics; Undergraduate Students
IDENTIFIERS- *Teacher Expressiveness

Student ratings of college professors play an important role in many employment decisions. One factor strongly associated with student ratings is teacher expressiveness. A study was conducted to explore the effects of teacher expressiveness, teacher sex, and student sex on student ratings of their instructor, student perceptions of their instructor's gender-linked characteristics, and on student achievement. Forty male and 40 female undergraduate students viewed a videotape of either a male or female instructor acting either expressively or nonexpressively. Students then completed a student rating form, the short form of the Bem Sex Role Inventory to rate the instructor's personality, and a short multiple-choice test on lecture content. The results revealed that expressive instructors received the most positive student ratings on all measures, although expressiveness interacted with teacher sex on the rating of scholarship such that the expressive male instructor was rated the lowest. Expressiveness also interacted with both teacher sex and student sex on achievement scores. Student-perceived teacher sex-typing may partially explain the effect of expressiveness on student ratings. (Author/NB)

ED 290 068
CG 020 431

Catanzaro, Salvatore J.; Mearns, Jack
Measuring Generalized Expectancies for Negative Mood Regulation.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Depression (Psychology); *Expectation; *Generalization; Higher Education; Individual Power; *Locus of Control; *Social Desirability
IDENTIFIERS- *Generalized Response Expectancies; *Negative Moods

Research has suggested the utility of studying individual differences in the regulation of negative mood states. Generalized response expectancies for negative mood regulation were defined as expectancies that some overt behavior or cognition would alleviate negative mood states as they occur across situations. The Generalized Expectancy for Negative Mood Regulation Scale (NMR) was developed to measure this dimension. To examine the scale's internal consistency and discriminant validity from social desirability and locus of control, the NMR, the Marlowe-Crowne Social Desirability Scale, and the Internal-External Control of Reinforcement Scale were administered to 789 college students. The results demonstrated internal consistency and discriminant validity for 30 items from a 50-item pool. In a second study using another sample (N=162), the NMR correlated negatively with the short form of the Beck Depression Inventory, indicating that subjects who reported a strong belief that they can regulate negative moods were less depressed than subjects who reported a weaker generalized expectancy. These results have implications for the understanding of stress and coping processes and the diagnosis and treatment of anxiety and affective disorders. (Author/NB)

ED 290 069
CG 020 432

Bozett, Frederick W.
Identity Management: Social Control of Identity by Children of Gay Fathers When They Know Their Father Is a Homosexual.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Coping; *Fathers; *Homosexuality; *Individual Power; Interpersonal Relationship; Nurses; *Parent Child Relationship; Self Concept; *Social Control; Young Adults

A study was conducted to examine how children cope with having a homosexual father so that helping professionals, and particularly nurses, might have a knowledge base upon which to base interventions. Data were obtained from indepth interviews with 19 individuals ranging in age from 14 to 35 who had a homosexual father. Two of the six male respondents identified themselves as also being homosexual. Results of the unstructured interviews indicated that the overriding task of these children was identity management through social control, i.e., management of their own identity through the use of social control mechanisms. It appeared that the children developed and used controlling strategies which controlled their interactions with their father, their father's interactions with them, or their interactions with others in relation to their father. Strategies identified include boundary control, non-disclosure, and disclosure. Various influencing factors appeared to help determine the degree or extent to which strategies were used. Influencing factors identified include the perceptual factors of mutuality and obtrusiveness, living arrangements, and developmental or age-related factors. Seven propositions based on these findings are presented, and implications for nurses are discussed (NB)

ED 290 070
CG 020 433

Issues and Actions: Dialogues from Wingspread. Proceedings of the Conference on Adolescent Pregnancy: State Policies and Programs (Racine, Wisconsin, August 19-21, 1985).
American Public Welfare Association, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 86
NOTE- 36p.; Document printed in light types on colored paper.
AVAILABLE FROM- American Public Welfare Association, 1125 15th St., N.W., #300, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Conferences; *Contraception; *Intervention; *Pregnancy; *Prevention; *Program Evaluation; Workshops

Proceedings of a conference on adolescent pregnancy are presented in this document. Eunice Kennedy Shriver's opening address, in which she urged the building of "communities of caring" is summarized, as is the address by Gina C. Adams who discussed recent findings on the topic of adolescent pregnancy. Several programs developed to address the problem of adolescent pregnancy are described: (1) school-based programs (Judith E. Jones); (2) ameliorative programs (Freya L. Sonenstein); (3) across-from-school clinics (Laurie S. Zabin); (4) the Too Early Childbearing (TEC) Network (Anita Mitchell); (5) an array of interventions (Cheryl Davis Hayes); (6) comprehensive programming (Lorraine Klerman); and (7) Project Redirection (Barbara Blum). The state experience is examined by Linda Reivitz (Wisconsin), Agnes M. Mansour (Michigan), Gregory L. Coler (Illinois), and Cesar A. Perales (New York). Three workshops are described which were organized in the areas of Ethical Issues and Concepts (Linda A. Wolf), Interagency Coordination (Robert Fulton), and Media Relations (Clifton H. Jolley). The final section of the document presents conference recommendations for what the states, the American Public Welfare Association, and others can do to combat the issue of adolescent pregnancy. (NB)

ED 290 071
CG 020 434

Deitz, Marian B.
Wife Battering: A Multi-Faceted Approach to Etiology.
PUB DATE- May 87

NOTE- 72p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Battered Women; *Counseling Techniques; *Family Violence; *Interpersonal Relationship; Intervention; *Spouses; *Theories

A review of the literature was conducted relevant to the history of wife battering, the incidence of such abuse in the United States, and difficulties in the definition of domestic violence. Major attempts to explain wife battering found in the literature included a focus on: (1) personality factors of the individuals involved (the ontogenic approach); (2) investigation of systemic variables within the marital dyad (microsystem perspective); (3) exploration of the influence of external stressors on the couple (exosystem approach); and (4) emphasis on the impact of sociocultural sexism on the development of wife battering (macrosystem perspective). Each of these approaches offers insight into the problem, but none covers all of the factors involved in wife battering. Effective intervention must deal with wife battering from all four perspectives, with safety being the first consideration. On the ontogenic level, individual therapy and separate group therapy for battered women and the husbands is the treatment of choice. Microsystem intervention would involve conjoint therapy with both the husband and wife. On the exosystem and macrosystem levels, society can help by funding and advertising shelters, and by raising public awareness of the seriousness of wife battering. (Author/NB)

ED 290 072
CG 020 435

Schweibinz, Janet S.
Locus of Control, Field Dependence, and Stress Reactivity in Young Adult Males.
PUB DATE- 84
NOTE- 114p.; Requirements for Master of Arts degree, University of Pittsburgh.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Anxiety; *Field Dependence Independence; *Locus of Control; Males; Personality Assessment; *Stress Variables; Young Adults

This study examined the potential relationships between locus of control, field dependence, and stress reactivity in a sample of young adult males (N=40). Locus of control, field dependence, and stress reactivity were measured by the Rotter Locus of Control Scale, the Embedded Figures Test, and the Life Events Survey, respectively. State stress reactivity was measured by a behavioral checklist developed for the study called the Anxious Behavior Checklist. Subjects were asked to complete two speeches, the second of which was significantly more stressful. Their behaviors were observed and recorded. The results indicated that: (1) locus of control was related to field dependence; (2) field dependence had some bearing on stress reporting; (3) social desirability and other variables may be significant factors; and (4) behavioral state stress was an unstable, unpredictable trait that seemed to differ on an individual basis. These findings imply that locus of control and field dependence may not be appropriate constructs for describing personality or behavioral types. A broader theoretical approach was implicated for future research. (The Rotter Locus of Control Scale, the Embedded Figures Test Response Record, the Life Experience Survey, the subject consent form, and the Anxious Behavior Checklist are appended; 12 data tables are included.) (Author/NB)

ED 290 073
CG 020 436

Rayburn, Carole A.; And Others
Nuns, Brothers, and the Religion and Stress Questionnaire.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholics; Church Workers; Clergy; *Coping; Females; *Nuns; Religion; *Sex Differences; *Stress Management

Women have been entering into religious leadership positions in larger numbers, although the field is still male-dominated. Stress and strain of both men and women in the field of religion has been experienced from the impact of such change. In this study, Roman Catholic nuns, who have not been seen by their own church as clerical workers or even in the same religious professional track as religious brothers, were compared to brothers on stress and strain, as well as on coping mechanisms. The 51 nuns and 50 brothers completed the Religion and Stress Questionnaire. Ten percent of each group was interviewed in some depth to further explore their stress and needs. The nuns had far better rational/coping mechanisms and yet the brothers had better overall sensitivity toward women in religious leadership roles and in congregations than did the nuns. One possible explanation for this is that the nuns had learned to cope with their being a minority group in a male-dominated church and field by turning away from the realities of women in religious occupations and inwardly to their supportive group of women in communal living. (The Religion and Stress Questionnaire is included.) (Author)

ED 290 074
CG 020 437

Postman, Neil; And Others
Myths, Men, & Beer: An Analysis of Beer Commercials on Broadcast Television, 1987.
AAA Foundation for Traffic Safety, Falls Church, Va.
PUB DATE- 87
NOTE- 57p.
AVAILABLE FROM- AAA Foundation for Traffic Safety, 2990 Telestar Court, Suite 100, Falls Church, VA 22042 (single copy free, subsequent copies $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Alcoholic Beverages; *Childhood Attitudes; Children; *Sex Stereotypes; *Socialization; *Television Commercials; Television Research; Traffic Safety
IDENTIFIERS- *Beer; *Drinking Drivers

Theory and research on the processes of early social learning in children has indicated that television and television commercials play an important role in children's internalization of cultural meanings, interpretations, and values, whether or not the commercials children see are intended for or directed at them. Between the ages of 2 and 18, the period in which social learning is most intense, American children see approximately 100,000 television commercials for beer. This study examined the cultural myths and messages present in a sample of 40 commercials representing 15 brands of beer which were broadcast on network television during 22 weekend daytime and evening hours in February and March of 1987. The relationships among beer, masculinity, and driving represented in the commercials were analyzed. The results of these analyses suggest that beer commercials promote not only a particular stereotypical view of what it means to be a man, but they also promote an association between drinking and driving. This association reflects and propagates values and attitudes implicated in drunk driving. Based on the conclusions of this research, it is recommended that the policy permitting the televising of commercials for beer be revised to prohibit such commercials. (Author/NB)

ED 290 075
CG 020 438

Armstrong, Kay A.; And Others
A Study of Women Who Drop-Out of Family Planning Clinics.
Family Planning Council of Southeastern Pennsylvania, Philadelphia.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- 28 Aug 87
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
GRANT- DHHS-FPR-000033-02-0
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinics; *Contraception; *Dropout Characteristics; Dropout Research; *Family Planning; *Participant Satisfaction; *Termination of Treatment; Use Studies

Inconsistent use of contraceptives or discontinuance of family planning services places women at risk of unintended pregnancies. Dropping out of family planning clinics also could mean interrupting gynecological care. Nonetheless, approximately 20% of adolescent family planning patients and nearly 25% of adult patients do not return for a second visit. This study examined reasons for clinic discontinuance by conducting telephone surveys of 628 women more than 2 years after their last clinic visit at one of 62 clinics. Two reasons cited most frequently by respondents were dissatisfaction with the clinic care and the inconvenience of the clinic's hours, location, or transportation. Relationships were found between reasons for discontinuation and the individual covariables of age, years of education, income, use of public assistance, and number of live births. Relationships were found between reasons for discontinuation and the clinic covariables of number of different staff seen by a patient, seeing the same medical care provider, convenience to public transportation, and number of visits by patients with incomes less than 150% of poverty level. During the period following clinic discontinuation, 89% of the women went to another place to get gynecological care or a pelvic examination and 35% went specifically to get family planning services. These findings have both programmatic and policy implications. (NB)

ED 290 076
CG 020 439

Pepper, Claude
The Attempted Dismantling of the Medicare Home Care Benefit. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-99-552
PUB DATE- Apr 86
NOTE- 104p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Cost Effectiveness; *Federal Legislation; *Health Needs; *Health Programs; *Home Programs; Older Adults; Public Opinion
IDENTIFIERS- Congress 99th; *Long Term Care; *Medicare Home Care

Benefit
This document presents Congressman Claude Pepper's report on the Medicare Home Care Benefit. Section I traces the history of home health care in the United States. Section II offers statistics and general background information about older Americans and Medicare. The beginning of the Medicare home care benefit and its present operation are discussed. Section III on the need for home care considers the issues of long-term care, cost containment, adjusting noninstitutional health care coverage, acute home care, long-term and chronic home care, and care for other populations. Section IV reviews the chronology of the attempted dismantling of the Medicare Home Health Benefit. Section V presents the results of the survey to all home health agencies in the United States. Section VI provides evidence of the cost effectiveness of home care. Section VII gives the results of a national opinion survey measuring public attitudes toward home care. Section VIII lists reasons in favor of home care, section IX contains a summary and conclusions, and section X gives 20 recommendations. The contention of the report is that the administrative restrictions placed on home care providers are punitive and designed to restrict the statutory Medicare benefit, to force providers out of business, or to force them to subsidize Medicare with revenues raised from private contributions of Medicare patients. The questionnaire to all home health agencies in the United States is appended. (NB)

ED 290 077
CG 020 440

Maintaining Medicare HMO's: Problems, Protections and Prospects. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-100-627
PUB DATE- 11 Jun 87
NOTE- 152p.; Portions contain small, marginally legible print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Plrinting Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; *Government Role; Health Needs; *Health Programs; Hearings; *Medical Services; *Program Effectiveness
IDENTIFIERS- Congress 100th; *Health Maintenance Organizations; *Medicare

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine issues involved in maintaining and strengthening Medicare Health Maintenance Orgranizations (HMO). Opening statements are included from Representatives Edward Roybal, Matthew Rinaldo, Mario Biaggi, Don Bonker, Robert Borski, Louise Slaughter, Harris Fawell, Ralph Regula, Jim Saxton, Jim Lightfoot, Constance Morella, and E. Clay Shaw, Jr. Congressman Dan Mica discusses problems with one HMO program and mentions legislation he is introducing to provide for study of the structure of HMOs in the future. William Roper, administrator of the Health Care Financing Administration discusses Medicare's experience with HMOs and with competitive medical plans. Other witnesses providing testimony and/or prepared statements include: (1) William Gunter, insurance commissioner, State of Florida; (2) Eva Skinner, American Association of Retired Persons, representing the Leadership Council of Aging Organizations; (3) Donald Reilly, Leadership Council of Aging Organizations; (4) Robert Crane, vice president of Kaiser Foundation Health Plan in Oakland, California; and (5) Kathryn Langwell, senior economist and project director, Medicare Competition Demonstration Evaluation, Mathematic Policy Research, Incorporated. Additional material submitted for the record is appended. (NB)

ED 290 078
CG 020 441

Retirement Income for an Aging Population. A Report Prepared by Congressional Research Service, Library of Congress, with Analytic Support from the Congressional Budget Office. Committee on Ways and Means, U.S. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Ways and Means.; Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- WMCP-100-22
PUB DATE- 25 Aug 87
NOTE- 433p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140) Collected Works - General (020)
DESCRIPTORS- *Aging (Individuals); Demography; *Futures (of Society); Health Needs; *Income; Medical Services; *Population Trends; Poverty; *Retirement; *Retirement Benefits
IDENTIFIERS- Congress 100th; Social Security

This document presents an extensive report on retirement income prepared by the Congressional Research Service at the request of Congressman Dan Rostenkowski. The report consists of an executive summary, an overview of the issue, and a series of background papers. Part I provides an overview of retirement income for an aging population and contains an introduction and discussions of the following issues: demography; preparing for the retirement of the baby boom; federal policies and roles in retirement income; the influence of income on retirement patterns; building claims for retirement income; and aging, health, and medical care. Part II contains an introduction and nine background papers: (1) "Demographics and the Aging Population" (Jeanne E. Griffith); (2) "The Dependency Burden of an Aging Population: What Measures Do We Have" (David Koitz); (3) "Preparing for the Retirement of the Baby Boom: Saving and Investing" (Robert Hartman and Larry Ozanne); (4) "Income, Wealth, Poverty and the Life Cycle" (Thomas Gabe); (5) "Work, Earnings and Retirement" (Carolyn L. Merck); (6) "Individual Retirement Saving and Dissaving" (Richard A. Hobbie); (7) "Social Security" (Geoff Kollmann); (8) "Private Pension Plans" (Ray Schmitt, David Lindeman, and Edwin Hustead); and (9) "Aging, Health, and Medical Care" (James Reuter and P. Royal Shipp). Forty tables and 62 figures are included. (NB)

ED 290 079
CG 020 442

Ability Is Ageless. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-99-599
PUB DATE- 9 Sep 86
NOTE- 103p.; Portions contain small/light print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ability; *Age Discrimination; *Aging (Individuals); Equal Opportunities (Jobs); Federal Legislation; Hearings; *Older Adults; *Retirement
IDENTIFIERS- Congress 99th

This document presents the text of a hearing on the relationship of ability to age, in reference to removing age caps so that age will be irrelevent to getting and keeping a job. Statements by Representatives Ron Wyden, Claude Pepper, Ralph Regula, Bill Schuette, Jim Lightfoot, Ike Skelton, George Wortley, and Don Bonker are included. Testimony by witnesses who are themselves older adults is given by William H. Masters, Rear Admiral Grace Hopper, Herbert Brown, Nellie Brown, Albert Sabin, Sam Freeman, Juanita Thornton, and Robert Butler. Testimony by these expert witnesses is provided: (1) Jack Ossofsky, president of the National Council on Aging; (2) David S. Liederman, executive director of the Child Welfare League of America and cochair of Generations United; (3) Donald K. DeWard, director of employment, the Travelers Co.; (4) Evelyn Smith, codirector of Retiree Job Bank; and (5) Alec Olson, administrator of Green Thumb, Inc. The appendix includes material submitted by Robert N. Butler on nutritional needs in relationship to aging, and statements submitted by older prominent Americans. (ABL)

DOCUMENT RESUME

ED 290 080
CG 020 443

The Cost and Availability of Liability Insurance for Small Business. Hearings before the Committee on Small Business. United States Senate, Ninety-Ninth Congress, Second Session on the Cost and Availability of Liability Insurance for Small Business. Part 2 (February 20 and 21, 1986).
Congress of the U.S., Washington, DC. Senate Committee on Small Business.
REPORT NO.- Senate-Hrg-99-534-Pt-2
PUB DATE- 86
NOTE- 584p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Costs; Hearings; *Insurance; Insurance Companies; *Legal Responsibility; *Small Businesses
IDENTIFIERS- Congress 99th; *Liability Insurance

The text of a Senate Committee on Small Business hearing on the cost and availability of liability insurance for small business is presented in this document. The crisis faced by small business with skyrocketing insurance rates is described in statements by Senators Lowell Weicker, Jr., Robert Kasten, Jr., Dale Bumpers, Paul Trible, Jr., James Sasser, Slade Gorton, Alfonse D'Amato, Alan Dixon, Tom Harkin, Carl Levin, Larry Pressler, and Don Nickles. Statements by 23 witnesses, including affected small businesspersons, a trial attorney, a Chamber of Commerce representative, an accountant, representatives of small business groups, the administrator of the Small Business Administration, a representative of independent insurance agents, and a representative of insurance brokers are included. An appendix includes statements by similar types of affected individuals and groups. (ABL)

ED 290 081
CG 020 444

Hearing on Drug Abuse Prevention and Education. Hearing before the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 6 Aug 86

NOTE- 164p.; Serial No. 99-129.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Drug Education; *Federal Legislation; Health Education; Hearings; *Prevention
IDENTIFIERS- Congress 99th

The text of a hearing on drug abuse prevention and education is provided in this document. After an opening statement by Representative Augustus Hawkins which briefly describes progress that has been made towards drug abuse prevention legislation, statements are given by these witnesses: (1) Carolyn Burns of the National Federation of Parents for Drug-Free Youth; (2) Governor Michael S. Dukakis of the Commonwealth of Massachusetts; (3) M. L. Carr, former Boston Celtic; (4) Liz Walker, news anchor for WBZ-TV, Boston; (5) Pat Purcell, publisher of the Boston Herald; (6)Charles Barry, secretary of public safety; (7) Thomas Cullen, superintendent, Blackstone Millville Schools; (8) Barry Regan, recovering teenage drug abuser; (9) Representative Sam Gejdenson; (10) Representative Charles B. Rangel; (11) Detective Donald Van Velzer, Los Angeles Police Department; (12) Calvin Cormack, director, Star; and (13) Barbara Brown, director, American Association for Counseling and Development. Prepared statements, letters, recommendations, and supplemental materials by the previous witnesses and others are included. (ABL)

ED 290 082
CG 020 445

AIDS Prevention: Views on the Administration's Budget Proposals. Briefing Report to the Chairman, Subcommittee on Labor, Health and Human Services, Education and Related Agencies, Committee on Appropriations, United States Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-126BR
PUB DATE- Aug 87
NOTE- 36p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Budgets; Federal Aid; *Health Education; *High Risk Persons; *Prevention; *Preventive Medicine; *Public Health; Resource Allocation

The General Accounting Office (GAO) conducted a study in response to Senator Lawton Chiles' request that the GAO explore the adequacy of the funding levels proposed for the Department of Health and Human Services' Public Health Service and the appropriateness of priorities reflected in the administration's proposed budget for prevention of acquired immune deficiency syndrome (AIDS). Experts interviewed by the GAO generally concurred with the priorities reflected in the administration's AIDS prevention budget for fiscal year 1988, targeting three areas for immediate action: (1) containing the spread of AIDS virus among intravenous drug users and their sexual partners; (2) educating targeted high-risk groups and the general population about AIDS and AIDS prevention; and (3) expanding voluntary testing with pretest and posttest counseling services. While agreeing with administration priorities, experts considered budget proposals to be inadequate. Respondents also suggested a full-scale federally coordinated campaign against AIDS, the simultaneous launching of several approaches to prevention education with evaluation of program effectiveness required, and education of low-risk groups to assure these groups remain uninfected by the AIDS virus. (Lists of state and local officials, advocacy groups, and experts providing a nationwide perspective who took part in the study are appended.) (NB)

ED 290 083
CG 020 446

Vietnam Veterans: A Profile of VA's Readjustment Counseling Program. Report to the Ranking Minority Member, Committee on Veterans' Affairs, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-63
PUB DATE- Aug 87
NOTE- 111p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); Behavior Problems; *Client Characteristics (Human Services); *Counseling Services; *Federal Programs; Motivation; *Veterans
IDENTIFIERS- *Veterans Administration; *Vietnam Veterans

The Veterans Administration (VA) established the Readjustment Counseling Program in 1980 to assist Vietnam era veterans who had not made a successful psychosocial adjustment to civilian life. The program was intended to make services available at vet centers for veterans reluctant to seek counseling from regular VA health care facilities. At the request of Senator Frank Murkowski, the General Accounting Office (GAO) reviewed specific aspects of the Readjustment Counseling Program to: (1) evaluate the need for retaining vet centers in community-based settings; (2) provide information on characteristics and problems of clients, services provided, staffing, and vet center relations with other agencies and the community; and (3) assess program management, oversight, and recordkeeping. Based on findings of the study, the GAO recommended that the VA should be able to decide on a case-by-case basis whether vet centers should be relocated to existing VA facilities. Clients were found to have motivational or behavioral problems. Centers were found to offer individual and group counseling and employment and VA benefits assistance. The centers had established extensive community networks for outreach and referrals. Most staff members had relevant academic, military, and professional experience. Improved monitoring of centers' activities was considered necessary to help ensure the provision of quality care. (Findings are discussed in detail, 10 tables and 19 figures are included, and relevant materials are appended.) (NB)

ED 290 084
CG 020 447

LaGoy, James H.
Improving Student Attendance and Achievement through Intervention of a Student Support/Home-School Liaison Committee.

PUB DATE- Feb 87
NOTE- 155p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Counseling Services; Educational Diagnosis; Elementary Secondary Education; *Family School Relationship; High Risk Students; Humanistic Education; *Program Effectiveness; School Activities; Social Support Groups; *Student Improvement

A 2-year project was designed and implemented to improve attendance and academic achievement of targeted elementary (N=69) and secondary (N=78) school students. Teachers reported concerns about a high truancy rate and low grades among some students. The intervention provided for an individualized diagnostic-prescriptive approach in a humanistic school environment. It called for high involvement by the chief professional participants of the project who interacted with target students in the combined role of advisor, consultant, instructor, and friend. These professionals maintained close contact with students in school and made home visitations to establish rapport with parents. Emphasis was placed on developing and maintaining a warm and caring relationship with the student and the student's family. Student attendance and academic achievement during the intervention period of 1985-1987 were compared with attendance and achievement during the 1983-1984 base year. Results revealed that a significant number of students did improve attendance and achievement as projected in the terminal objectives. The seven chapters of this report describe the program in detail. Forty-four tables are included; relevant forms and materials are presented in 68 appendices. (Author/NB)

ED 290 085
CG 020 448

Suicide Prevention Program for California Public Schools.
California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0682-6
PUB DATE- 87
NOTE- 241p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Curriculum Guides; High Schools; *Inservice Education; *Parent Education; *Prevention; Program Implementation; *Public Schools; School Activities; State Legislation; State Programs; *Suicide; Youth Problems
IDENTIFIERS- *Adolescent Suicide; *California

In 1983, the California State Legislature passed Senate Bill 947 which authorized a statewide Youth Suicide Prevention School Program, including provisions for staff training, parent awareness, and a classroom curriculum. This document contains the four guides of the Youth Suicide Prevention School Program. The first guide, the Implementation and Resource Guide, is for all school staff and includes an overview of the youth suicide prevention program; information on how to organize a suicide prevention program in school; guidelines for developing school suicide prevention policies and procedures; and relevant resources, including lists of selected readings for adolescents and adults, audiovisual resources, and suicide prevention centers in California. The Lesson Guide is a complete curriculum consisting of a five-lesson unit on youth suicide prevention. It includes an overview of the curriculum, a discussion of special concerns in teaching suicide prevention, lesson goals and objectives, instructions for lesson preparation, complete lesson plans, student worksheets and materials, and supplementary activities. The Guide for Staff Awareness In-Service Training includes detailed guidelines on how to conduct suicide prevention inservice programs for school personnel. The Guide for Parent Awareness Meetings includes guidelines on how to conduct a parent meeting about youth suicide prevention. (NB)

ED 290 086
CG 020 449

DePaulo, Bella M.
The Ability To Judge Others.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; Behavioral Science Research; *Body Language; *Facial Expressions; *Nonverbal Communication; *Personality Assessment; *Personality Traits
IDENTIFIERS- *Allport (Gordon W)

Gordon Allport believed that one could learn about the content and structure of people's personalities by looking at their expressive movements. While his expectations were not absolute, he did believe that different expressive behaviors were consistent with each other, and that any given expressive behavior, for a particular individual, would be consistent across time and across situations. An important development in the study of expressive behavior is found in the literature on the deliberate regulation and control of expressive behaviors. This impression management perspective can be seen as complementary to, rather than competitive with, Allport's ideas about unselfconscious expressiveness. Several points can be made regarding the deliberate regulation of expressive behaviors: (1) it may well occur quite frequently; (2) it can ruin expressive consistency; (3) it can enhance expressive consistency; (4) attempts at deliberate regulation are not always successful; and (5) the impression management perspective on expressive behaviors suggests a different way of conceptualizing such behaviors. Allport saw much to be learned about expressive behaviors, especially facial behaviors, and he outlined six questions which might guide the scientific study of the face. Researchers have made various attempts to study these areas, and the issue of accuracy of personality perception has recently resurfaced at both the theoretical and the methodological levels. (NB)

ED 290 087
CG 020 450

Falk, Carolyn R.; And Others
Children's Perceptions of the Effects of Divorce on School Life.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Comparative Analysis; *Divorce; Elementary Education; Elementary School Students; *Family Structure; *Gifted; Helping Relationship; *School Role; Social Support Groups; *Student Attitudes

It has been predicted that, due primarily to parental divorce or separation, almost one-half of all children born in 1980 will live a considerable time with only one parent before they reach the age of 18. A qualitative research study was conducted which asked 41 middle school children for their perceptions on the effects of divorce on school life. Subjects included gifted and non-gifted students from intact and non-intact families. Subjects' views on what schools should do for children from recently divorced homes fell on a continuum from "do nothing" to "provide special classes and programs." Gifted students saw the effects of divorce in more depth and scope than did non-gifted students. Children from non-intact homes were able to define their parents as separate entities while those from intact homes saw their parents as single units. Because gifted children have demonstrated a difference in their perceptions of divorce, a different means of support may be needed in working with these children. At the difficult time of parental divorce, it appears that the school becomes a stabilizing support system for children. School personnel need to be aware of the child's preference for the role of the school. (NB)

ED 290 088
CG 020 451

Emmons, Robert A.; King, Laura
Ambivalence over Expressing Emotion: Psychological and Physical Implications.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Emotional Response; Higher Education; Life Satisfaction; *Mental Health; *Physical Health; Psychological Patterns; *Stress Variables; Undergraduate Students; *Well Being
IDENTIFIERS- *Ambivalence (Psychology)

Ambivalence about expressing emotion has been suggested as mediating the relationship between inhibition and psychological and psychosomatic distress. A study was conducted to examine the relationship of ambivalence over emotional expression to psychological and physical well-being through the "personal striving" framework. Measures of ambivalence over expression, actual expressiveness, and psychological and physical well-being were administered to 75 undergraduate students. A separate group of 48 subjects completed daily mood and symptom reports for 3 weeks. Ambivalence over expressing was positively related to measures of negative affectivity, and negatively related to life satisfaction. Ambivalence scores were also significantly correlated with several of the ill-being measures, including daily reported physical symptoms. Actual expressiveness showed weaker relationships with the criterion measures. The findings suggest the importance of conflict in the expression of emotion as a factor in the development of symptomatology which has been traditionally associated with emotional inhibition. (Author/NB)

ED 290 089
CG 020 452

Davidson, Mary L.

Building Family Strengths: Implementation of Professional Training Program for Military Family Application.

PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987). Appendix B contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Family Counseling; *Family Life; Family Problems; *Life Satisfaction; *Military Personnel; Program Evaluation; Program Implementation; Self Evaluation (Individuals); *Workshops

Within the military community there has been a growing concern for diminishing retention of active duty members, which has been directly related to dissatisfaction with military life by spouses and family members. The need for new services and programs attending to family issues was recognized and efforts were begun to develop such services. The Building Family Strengths model was created as a proactive program which can be instrumental in identifying and developing strengths in military families. For widespread dissemination of the program to military communities, it is imperative that those who work with military individuals and families be given the opportunity to acquire training and be able to present the program to those they serve. This report describes the first Building Family Strengths Facilitator Training Workshop held specifically for professional Support/Service Center staff representing military installations in southern California. Included are sections on the goals of the training workshop, actual implementation of the training program, the training program methodology, results and assessment, implications and recommendations, and a summary. The training progam agenda and a self-assessment questionnaire are appended. (NB)

ED 290 090
CG 020 453

Alexander, Gene E.; And Others
Interaction between Personality and Mood in Unipolar and Bipolar Patients.
PUB DATE- 29 Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Affective Behavior; *Depression (Psychology); Patients; *Personality Assessment; *Personality Traits; Psychological Patterns
IDENTIFIERS- *Affective Disorders; *Moods

Much of the literature on affective disorders has been devoted to categorizing, assessing, and treating the mood and behavioral symptoms typically associated with depressive illness, and much research has studied how personality traits interact with these state symptoms. The personality scales of the Millon Clinical Multiaxial Inventory (MCMI) are thought capable of providing a clinically meaningful measure of the personality components in clinical depression. This study examined the effect of mood on the personality styles of 255 psychiatric patients with unipolar and bipolar affective disorders. The personality style differences between patients in manic, depressed and euthymic moods, as measured by the Hamilton Rating Scale of Depression, the Mania Rating Scale, and a global mood rating, were compared for the unipolar and bipolar groups, using the eight personality scales of the MCMI. Mood groups differed significantly in their pattern of personality styles for both unipolars and bipolars. Specific scale comparisons supported the effect of depressed mood on personality styles. Further study is needed to address the question of how mood changes affect the measurement of personality styles in patients with affective disorders. (Author/NB)

ED 290 091
CG 020 454

England, Eileen M.
Normative and Descriptive Aspects of Sex-Role Stereotypes.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior; College Students; *Females; Higher Education; *Personality Traits; Role Perception; *Sex Role; *Sex Stereotypes; Social Cognition; Traditionalism

For some time, the traditional stereotype of women which described them as gentle and dependent was considered normative and the concept that women were a unitary group dominated gender-role stereotype research. In contrast, the social cognitive approach described three subcategories of women: the housewife, the professional woman, and the sex object. Differences demonstrated between subcategories suggest that the traditional stereotypes cannot be normative as a whole. This study was conducted to test the hypothesis that all women are not expected to conform to the traditional female stereotype. Male and female college students read a character description about one of the subcategories of women and then rated what the character should do in situations representing maternal sensitivities, financial provider responsibilities, instrumental tendencies, interpersonal tendencies, and passivity. Subjects indicated that all women should be maternal but that women can differ in how they behave in other situations. (Author/NB)

ED 290 092
CG 020 455

Five-Year Master Rolling Plan 1986-1991.
Connecticut State Dept. of Children and Youth Services, Hartford.
PUB DATE- 1 Jan 86
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Adoption; Child Abuse; *Child Welfare; Correctional Rehabilitation; Delinquency; Delinquent Rehabilitation; Emotional Disturbances; Foster Care; *Human Services; Mental Health; *Objectives; Prevention; *State Programs; *Statewide Planning
IDENTIFIERS- Child Protection; *Connecticut

The Connecticut State Department of Children and Youth Services is a multi-service agency which assists children and youth through directly operated and funded services. The agency's services include child protection; foster care; adoptions; juvenile corrections and rehabilitation; and prevention and treatment of delinquency, child maltreatment, mental illness, and emotional disturbance. The department operates or arranges for services to children and youth through a continuum of care. This report includes a brief description of the functions of the Affirmative Action Office and of the department divisions, and a discussion of the continuum of care model for children's services. The major part of the report describes the five main goals of the department in the areas of: (1) comprehensive service system; (2) quality service system; (3) permanency; (4) preparation for adulthood; and (5) agency management. For each goal, objectives are listed which include past progress and a summary of issues and needs. Work plans follow each objective and include strategies/activities, target dates, divisional assignments, fiscal resources required, and expected outcomes. A plan in brief, summary of fiscal information, summary of data on children served, and regional maps with service locations and listings of services by regions are appended. (NB)

ED 290 093
CG 020 456

Runck, Bette

Coping with AIDS: Psychological and Social Considerations in Helping People with HTLV-III Infection.
National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1432
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Client Characteristics (Human Services); *Health Personnel; Helping Relationship; *Individual Needs; *Mental Health; *Physical Health; Social Support Groups

This booklet was written to familiarize health and mental health professionals and paraprofessionals with the psychological and social problems associated with acquired immune deficiency syndrome (AIDS). It briefly reviews the realities of AIDS and describes the challenge that AIDS poses for health care professionals. A section on neuropsychiatric dimensions of AIDS infection explores the range of psychological suffering experienced by persons with AIDS and explains involvement of the central nervous system in the disease. A section on treating patients with AIDS or related conditions discusses needs of patients which go beyond medical care and suggests referrals to various service groups. Treatment considerations are presented for patients with AIDS and for patients who have tested positive for HTLV-III antibody or who have AIDS-related complex. Support groups and mental health referrals are discussed. The next section looks at the needs of health professionals who work with AIDS patients. A conclusion to the report briefly summarizes its main points and is followed by a section on further information which includes a recommended reading list, AIDS hotline telephone numbers, and telephone numbers to call when requesting AIDS information from state departments of health. (NB)

ED 290 094
CG 020 457

Combating the Stigma of Mental Illness. Revised.
National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-86-1470
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Attitude Change; Deinstitutionalization (of Disabled); Mass Media Effects; *Mental Disorders; Mental Health; *Social Attitudes; Social Bias; *Social Discrimination; *Stereotypes
IDENTIFIERS- Stigma

Many former mental patients see their biggest problem in resuming community life to be their inability to be accepted by other people. The National Institute of Mental Health has worked to remove the stigma associated with mental illness and research has unraveled many of the mysteries about the origins of mental illness. Deinstitutionalization, while providing freedom to the mentally ill, can also present them with an unsympathetic, unfair, and hostile society. Although public attitudes toward the mentally ill have changed, people continue to discriminate against them. One reason for this discrimination may be that people fear the mentally ill and consider them unpredictable. The vast majority of mentally ill persons are not dangerous. The communications media, by stressing a history of mental illness in news stories or by stereotyping mentally ill persons as violent and dangerous in dramatic programs, may have perpetuated the public fear of the mentally ill. The media have a responsibility to provide a broader perspective on the mentally ill. Research has shown that negative and stigmatizing images of mental patients can be altered and there are several encouraging signs of greater public understanding and acceptance of mental illness. Many mentally ill persons, if given help, can recover fully enough to live productive and satisfying lives. (NB)

DOCUMENT RESUME

ED 290 095
CG 020 458

Long-Term Care Insurance: Coverage Varies Widely in a Developing Market. Report to the Chairman, Subcommittee on Health and Long-Term Care, Select Committeee on Aging, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-80
PUB DATE- May 87
NOTE- 53p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Federal Legislation; *Health Insurance; *Marketing; Older Adults; *State Action; State Legislation
IDENTIFIERS- *Long Term Care

In response to a request by Congressman Claude Pepper, the General Accounting Office (GAO) conducted a study to examine the private long-term care insurance market. The GAO analyzed the premiums, benefits, and limitations of 33 policies offered by 25 insurers in 1986. The GAO assessed the potential for abuse in this market by surveying state insurance commissioners in 26 states, interviewing officials with consumer advocacy groups, and reviewing consumer guides in the long-term care insurance literature. The results revealed that the 33 policies offered a broad range of indemnity payments. There was considerable variation in the indemnity benefit amounts available, in the premiums charged, and in the duration of benefits. Many of the policies offered a broad range of long-term care benefits, providing benefits for different levels of care and giving consumers a choice of waiting period. Some policy clauses limited the use of benefits. Premium costs generally varied depending on age, daily indemnity benefit amounts, duration of benefits, and length of waiting periods. About 70% of the policies were guaranteed renewable. The potential for abuse was believed to exist and, although several states have established programs to guard against abusive marketing practices, Congress may want to consider federal legislation to reduce potential abuse in marketing. (Six tables, five figures, and four appendices containing supplementary data are included.) (NB)

ED 290 096
CG 020 459

Medicare: Prescription Drug Issues. Report to the Chairman, Special Committee on Aging, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/PEMD-87-20
PUB DATE- Jul 87
NOTE- 15p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Therapy; Drug Use; *Federal Legislation; Financial Problems; *Health Needs; *Older Adults; *State Programs
IDENTIFIERS- *Health Care Costs; Medicaid; Medicare; *Prescription Drugs

This report was written by the General Accounting Office (GAO) in response to a request by Senator John Melcher that the GAO provide information about prescription drugs as they relate to the needs of the elderly. The information in the report is based on results of an ongoing GAO study of catastrophic illness insurance and is derived from documents which the GAO has reviewed and from two legislative proposals to expand Medicare coverage for catastrophic illness. Demographic information about use and cost of prescription drugs is presented which shows that many of the elderly need prescription drugs but cannot afford to pay for them. Prescription drug coverage under Medicare, under Medicaid, and in states that have developed programs specifically to meet this need is discussed. Ways in which the House of Representatives and Senate bills (H.R. 2470 and S.1127) would provide benefits for prescription drugs for the elderly, and the groups of the population that would remain without benefits if these bills were enacted are examined. Tables illustrating state Medicaid coverage and state prescription drug programs are appended. (NB)

ED 290 097
CG 020 460

Drug Problem in Schools and Colleges. Hearing before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia. House of Representatives, Ninety-Ninth Congress, Second Session on Drug Sales and Use among Students in High Schools and Colleges in the District of Columbia (September 23, 1986).
Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.
PUB DATE- 87
NOTE- 114p.; Serial No. 99-23. Portions contain small or broken type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Students; *Drug Abuse; Hearings; *Higher Education; *High School Students; *Secondary Education; Trend Analysis
IDENTIFIERS- Congress 99th; *District of Columbia

The text of a Congressional hearing on drug sales and use among students in high schools and colleges in the District of Columbia (D.C.) is presented in this document. An opening statement is given by Representative Mervyn M. Dymally. Statements are provided by these witnesses: (1) Thomas M. Downs, city administrator, deputy mayor for operations, D.C. government; (2) David A. Clark, chairman, D.C. Council; (3) Harold Fisher, Jr., president, Washington Teachers Union; (4) Floretta D. McKenzie, superintendent, D.C. public schools; (5) R. David Hall, president, D.C. Board of Education; (6) Representative Charles B. Rangel, Representative in Congress from the state of New York, chairman, Select Committee on Narcotics Abuse and Control; (7) Maurice T. Turner, Jr., D.C. Metropolitan Police Department; (8) Lonnie Mitchell, administrator, D.C. Alcohol and Drug Abuse Administration, D.C. Public Health Commission; and (9) Representative Walter E. Fauntroy, Representative in Congress from the District of Columbia. A prepared closing statement by Representative Fauntroy is also given. A staff summary of the findings and conclusions of the hearings is included which indicates that the witnesses felt they were losing the battle against drug abuse on local and national campuses. (ABL)

ED 290 098
CG 020 461

Alzheimer's Disease and Related Dementias. Hearing before the Subcommittee on Aging of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, Second Session on Review of Health Care Services Available for People with Alzheimer's Disease and Related Dementia and To Review Proposals Related to the Treatment of Alzheimer's Disease.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-99-913
PUB DATE- 22 Jul 86
NOTE- 193p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Legislation; Health Needs; Health Services; Hearings; *Medical Services; *Mental Disorders; *Older Adults
IDENTIFIERS- *Alzheimers Disease; Congress 99th

A Senate hearing reviewing health care services available for people with Alzheimer's disease and related dementia and reviewing proposals related to the treatment of Alzheimer's disease is presented in this document. Statements are given by Senators Charles E. Grassley, Albert Gore, Paula Hawkins, Howard M. Metzenbaum, Larry Pressler, and Paul Simon. Witnesses testifying or providing statements include: (1) American Association of Homes for the Aging; (2) Robert Cook-Deegan, Senior Analyst and Project Director, Office of Technology Assessment, United States Congress; (3) Peter J. Whitehouse, director, division of behavioral neurology, Case Western Reserve University; (4) Kathleen C. Buckwalter, associate professor, College of Nursing, University of Iowa; (5) Robert B. Helms, Assistant Secretary for Planning and Evaluation, Department of Health and Human Services; (6) Gene D. Cohen, director, Program on Aging, National Institute on Mental Health and executive secretary, Task Force on Alzheimer's disease, Department of Health and Human Services; (7) Jerome H. Stone, president, Alzheimer's Disease and Related Disorders Association; (8) Lisa Gwyther, director, Alzheimer's Family Support Program, Duke University Aging Center; and (9) Janet Sainer, commissioner, New York City Department for the Aging. Witnesses' responses to Senators' questions are included. (ABL)

ED 290 099
CG 020 462

Lennox, Carolyn
Guidelines for High School Suicide Prevention Programs.
PUB DATE- 30 Jan 87
NOTE- 35p.; Compiled as part of doctoral program, East Texas State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Crisis Intervention; *High Schools; High School Students; Parents; *Prevention; *Program Development; School Counseling; School Counselors; Secondary School Teachers; *Suicide
IDENTIFIERS- *Adolescent Suicide

This document presents a set of guidelines for high school suicide prevention programs which was created in 1986 by a panel of 71 professionals nationwide with expertise in the areas of suicide prevention and high school suicide prevention programs. Recommendations presented were obtained from responses to a series of three mailed questionnaires which solicited the opinions of professionals. The guidelines are intended to be used as an aid in creating suicide prevention programs or evaluating existing programs. A list of general recommendations is followed by recommendations for content of specific suicide awareness curricula for students, parents, teachers, and counselors. Additional information for parents is given. A life stress/life skills curriculum for students is included and additional programs and procedures for students are described. School policies and procedures for dealing with a suicidal student and for responding to a suicide are discussed. Qualifications for teaching suicide awareness to students are considered. A list of the panel members is included. (NB)

ED 290 100
CG 020 463

Older Americans Act of 1987. Hearings before the Subcommittee on Aging of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on S. 887 to Extend the Authorization of Appropriations for and to Strengthen the Provisions of the Older Americans Act of 1965, and for Other Purposes (March 31, April 23, and 30, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-196

PUB DATE- 87

NOTE- 829p.; Portion contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF05/PC34 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Aging (Individuals); *Federal Legislation; *Federal Programs; Health Needs; Hearings; Housing Needs; Minority Groups; Needs Assessment; *Older Adults

IDENTIFIERS- Congress 100th; *Older Americans Act 1965; *Reauthorization Legislation

The texts of three Senate hearings on the reauthorization of the Older Americans Act of 1965 are provided in this document. The first hearing examines changing needs of the elderly. Needs of minority elders for services under the Act are discussed in the second hearing. The final hearing examines the functioning of current programs to determine whether or not any changes should be provided in the reauthorization legislation to improve and/or enhance these programs. Statements from Senators Spark M. Matsunaga, Claiborne Pell, Thad Cochran, Howard M. Metzenbaum, Strom Thurmond, Jeff Bingaman, Orrin Hatch, Frank Lautenberg, and Bob Graham are included. Testimony from witnesses representing agencies, professional groups, special interests, service providers, government officials, minority groups, older adult advocacy groups, and older Americans is included. In addition to testimony by witnesses, this document contains submitted materials, statements, and articles and publications on aging. (ABL)

ED 290 101
CG 020 465

The 14 Worst Myths about Recovered Mental Patients.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-85-1391
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

DESCRIPTORS- *Beliefs; Deinstitutionalization (of Disabled); *Mental Disorders; *Mental Health; *Misconceptions; *Rehabilitation; *Social Discrimination; Social Support Groups

Fourteen myths about recovered mental patients are discussed in this pamphlet. The myths are introduced in a true/false checklist. Famous recovered victims of mental illness are cited, most notably Abraham Lincoln. Three vignettes concerning non-famous people and the rebuffs they faced as they attempted to become self-sufficient are presented. Deinstitutionalization and the problems of lack of social support and housing faced by recovering mental patients are discussed. The 14 myths are presented, labeled false, and facts contradicting the myth are provided. The myths include notions that recovered mental patients are unpredictable, can never be normal, are dangerous, are not able to converse, have a hopeless future, and are not suited to really responsible jobs. The pamphlet concludes with suggestions about what others can do to support the mentally ill. (ABL)

ED 290 102
CG 020 466

Wolowelsky, Joel B.

Responding to a Death in the Yeshivah Family: A Handbook/Checklist for Yeshivah Educators.

Torah Education Network, New York, NY.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counseling Services; Counselor Role; Cultural Traits; *Death; Elementary Schools; Elementary Secondary Education; Folk Culture; *Grief; *Jews; Secondary Schools; *Teacher Guidance; Teacher Student Relationship
IDENTIFIERS- *Rituals; Yeshivoth

Points to consider when responding to a death in the yeshivah family for yeshivah educators are presented in this pamphlet. Using a checklist approach, questions to ask and actions to take in the event of a death in the yeshivah are listed. These include the following: (1) going to the bereaved student's home the night before the funeral; (2) making sure proper arrangements have been made; (3) making sure someone has explained what is expected of the student at the funeral and shivah; (4) knowing the protocol for calling on the avel and reassuring the student that he/she need not worry about missed schoolwork; (5) ensuring that a friend of the student's will be with him or her; (6) leaving a telephone number and making available for the family certain books on death and mourning; (7) ensuring that arrangements have been made for the avel's classmates to attend the funeral; (8) preparing the class by discussing their feelings; (9) being aware that some friends of the avel may need counseling; (10) arranging for some formal group expression of condolence; (11) remembering that additional counseling may be needed after the shivah; and (12) considering a special learning project as a means of further involving students and identifying with the avel. Special points to consider when reacting to death in the family of an elementary school student are discussed. Four questions in a quick checklist and a note on the value of a competent counselor conclude the pamphlet. (ABL)

ED 290 103
CG 020 467

Milgram, Norman A.
The Many Faces of Procrastination: Implications and Recommendations for Counselors.

PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual International Council of Psychologists Convention (45th, New York, NY, August 22-26, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Theories; Coping; Counseling; Decision Making; Etiology; Foreign Countries; Personality Traits; Stress Management
IDENTIFIERS- Israel; *Procrastination

The topic of procrastination (putting off for tomorrow what one should do today) is introduced as a well-known phenomenon that has been the subject of widespread general interest, modest professional activity, and remarkably little research interest. In this paper, explicit criteria are formulated to define the phenomenon. The various etiological and treatment perspectives (psychodynamic, behaviorist, and cognitive) are described. Distinctions are made between internal versus external locus of avoidant responses and between positive versus negative task valence. Internal locus of avoidant responses refers to intrapersonal characteristics that activate avoidant responses with regard to tasks or decisions, while external locus of avoidant responses refers to task or decision characteristics that elicit these avoidant responses. Positive task valence is defined as an effort to succeed, to complete a task or reach a decision satisfactorily, and negative task valence is defined as an effort to court failure. Procrastination is discussed in relation to broad concepts in the field of stress and coping. The paper concludes that procrastination is more than a curious human aberration; it represents a dysfunction of important human abilities to establish priorities and the ability to perform these tasks in a conflict-free, efficient manner. (Author/ABL)

ED 290 104
CG 020 468

Deck, Dennis
Assessing the Needs of Drug and Alcohol Prevention Programs Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Nov 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Alcoholism; Drug Abuse; Drug Education; Elementary Secondary Education; Intervention; Needs Assessment; Prevention; Regional Characteristics; Regional Cooperation; School Activities; *State Agencies; *State Programs; *Technical Assistance
IDENTIFIERS- *Substance Abuse; United States (West)

Adolescent substance abuse is a leading problem in schools today. If prevention efforts by schools are to be effective, needs assessment and evaluation must be integral parts of the process. A comprehensive needs assessment of school substance abuse prevention programs in the western United States was conducted to: (1) describe the degree and patterns of adolescent substance abuse; (2) describe local and state prevention programs and activities; (3) identify the technical assistance needs of schools, state agencies, and higher education institutions; and (4) identify barriers to providing regional technical assistance. The assessment revealed that adolescent drug use was a critical problem that has existed for many years, cutting across geographic, cultural, and socioeconomic boundaries and starting as early as the elementary grades. Nearly all schools were involved in prevention and intervention activities although few had a comprehensive program. State agencies had conducted student use surveys, provided dissemination and training, and were involved in fragile partnerships with other state agencies. State coordinators claimed they would welcome a regional technical assistance center. Institutions of higher education generally did not have teacher training programs in substance abuse prevention or intervention, nor did they pursue federal funding for cooperative prevention programs with schools. Concerning evaluation and dissemination, the assessment found that service providers, training opportunities, prevention curricula, and model programs were not fully utilized and most district programs had not been evaluated. The assessment identified several barriers to technical assistance. A reference list is included. (ABL)

ED 290 105
CG 020 469

Fox, S. Lynn; And Others
Planning Model for Successful Drug-Free Schools. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Oct 87
NOTE- 16p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Abuse; Elementary Secondary Education; Intervention; *Models; Needs Assessment; *Prevention; Program Evaluation; Program Implementation; *School Community Relationship

This report proposes a planning model for successful drug-free schools based on the idea that the problems of drug-abusing youth are not solely the responsibility of the school but are the responsibilities of both the schools and community institutions. It notes that the process of planning for drug-free schools will require the school to identify a team of committed and interested staff, and that strong district leadership, commitment, and support for the team process is a necessary foundation. It advocates school activities being integrated with community activities and school personnel being joined by representatives from the community, such as substance abuse treatment institutions; enforcement agencies; and social, political, and religious organizations. The five phases of the planning model discussed are: (1) needs assessment and planning the information base; (2) planning the implementation; (3) implementation of school programs; (4) evaluation of school programs; and (5) dissemination of school progress. This five-phase comprehensive planning model describes both the process and the content for a comprehensive prevention and intervention strategy for schools and communities. The report concludes that schools will benefit from the time invested in planning, needs identification, and goal setting which will result in programs appropriate for the school and community; and that ongoing evaluation and dissemination will ensure effective, targeted, and publicly supported programs to achieve drug-free schools. (ABL)

ED 290 106
CG 020 470

Anderson, Patricia S.; And Others
Curricula and Programs for Drug and Alcohol Education. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Oct 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Education; *Curriculum Guides; Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *Program Guides; School Districts
IDENTIFIERS- Substance Abuse; United States (West)

Curricula and programs for alcohol and drug abuse prevention for school districts in the western states is the subject of this directory. The first part of the directory is a brief guide to evaluating substance abuse curricula and programs, accompanied by a sample drug and alcohol curriculum or program review form which divides the selection and evaluation criteria into content, instructional, and physical properties. Part 2, the main portion of the document, is a compilation of descriptions of curricula and programs for drug and alcohol education. Entries are listed alphabetically and each entry contains the following information: title, year of publication, grade levels, type of product (program or curriculum), publisher, length (amount of time to complete, number of units or chapters, etc.), cost, and a brief description. Part 3 is an index of curricula and/or programs arranged by grade level (K-3, 4-6, 7-9, 10-12, college, and adults). Part 4 indexes the curricula and/or programs by publisher. (ABL)

ED 290 107
CG 020 471

Dundon, Margaret M.; And Others

Distress and Coping among Caregivers of Victims of Alzheimer's Disease.

PUB DATE- 87
NOTE- 42p.; Based on doctoral dissertation, State University of New York at Buffalo.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Caregivers; *Coping; Daughters; *Family Problems; Females; *Mental Disorders; *Older Adults; Spouses; Stress Variables
IDENTIFIERS- *Alzheimers Disease

Alzheimer's disease is an insidious, progressively destructive brain disease which leads to the loss of judgment, communication skills, and psychomotor control preventing the victim from living independently. The consequences of caring for victims include emotional, physical, and familial strain as the caregiver is faced with the progressive psychological deterioration of the victim. This study examined three levels of variables hypothesized to be related to distress and adaptation among caregivers of victims of Alzheimer's disease or a related disorder. These are: (1) intrapersonal variables; (2) interpersonal variables; and (3) support from the wider social network. Subjects were 85 female caregivers of non-institutionalized dementia patients, nearly all of whom were spouses or daughters of the victim. Results showed no significant relationships between caregiver age, family status, socioeconomic status, employment, and distress. Coping style was related to health, appraisal, family support, and distress. The quality of the caregiver-patient relationship was significantly associated with health, coping, and distress. Qualitative variables were more predictive of distress than were quantitative variables. The majority of the variance in distress was accounted for by the use of avoidant coping strategies, followed by caregiver health and family support. Eighty-nine references are provided. (AUthor/ABL)

ED 290 108
CG 020 472

Coping with Drop-Out: A Handbook.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 43p.
AVAILABLE FROM- UNIPUB, 4611-F, Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cross Cultural Studies; Dropout Characteristics; *Dropout Rate; *Dropout Research; Elementary Secondary Education; Foreign Countries; *Grade Repetition; *Underachievement
IDENTIFIERS- *Asia; India; Nepal; Pakistan; Philippines; Sri Lanka; Thailand; Vietnam

This handbook synthesizes results of workshops organized by seven countries (India, Pakistan, Philippines, Nepal, Sri Lanka, Thailand, and Vietnam) on the dropout and underachievement problem. The objectives of these workshops were to: (1) design training strategies for reducing rates of dropping out and grade repetition; (2) develop plans and prepare instructional materials for inservice education of teachers, focusing on the reduction of grade repetition and dropout rates; (3) develop commitment and competencies in teachers which contribute to positive parental attitudes and child learning; and (4) orient policymakers and high-level administrators who would provide administrative and professional support to teachers. A general picture of the dropout and underachievement problem in the region is presented, and the sociological, cultural, and geographical contexts in which the dropout and grade repetition problems exist are described. The in which the dropout and grade repetition problems exist. The handbook focuses on teacher and school-related factors which can be controlled, discussing skills and competencies which need to be developed. The last part of the handbook lists and describes inservice training strategies. A bibliography is included. (ABL)

DOCUMENT RESUME

ED 290 109
CG 020 473

Murray, Louise; Mess, Mary-Ellen
No Easy Answers: A Blueprint for Action in Working with Pregnant and Parenting Adolescents and Those at Risk.
Association for Children of New Jersey, Newark.; Rutgers, The State Univ., Newark, NJ. Center for Community Education.
PUB DATE- Sep 86
NOTE- 72p.; Photographs may not reproduce clearly.
AVAILABLE FROM- New Jersey Network on Adolescent Pregnancy, 73 Easton Avenue, New Brunswick, NJ 08903 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Coordination; *Early Parenthood; *Family Planning; Family Relationship; Linking Agents; Networks; Parenting Skills; Parents; Pregnancy; *Social Services; *Statewide Planning; *Welfare Services
IDENTIFIERS- *New Jersey

Findings of a New Jersey survey of existing services in the health, education, and welfare sectors concerned with early pregnancy and childbearing are presented with relevant recommendations in this document. Results from interviews with 25 key state officials, prominent program directors, and community leaders as well as from a formal survey of 111 schools, community agencies, county welfare agencies, and Division of Youth and Family Services district offices constitute the major source of data. Four aspects of service operationalized by survey questions are identified: linkage, accessibility, training, and evaluation. Findings and recommendations in the area of preventive services include discussions of the Family Life Education Program, school-community linkages, and family planning within the county welfare agencies. Findings in the area of treatment services looks at linkages, accessibility of services, training of staff, and evaluation. Findings and recommendations are also discussed in the area of needs unmet by any agency. Because of the lack of coordination of services revealed by the study, the designation of a state department as a lead agency is recommended and suggestions are made on how to deal with the problems of adolescent pregnancy. An overview of other states' legislative trends and a bibliography are included. (ABL)

ED 290 110
CG 020 474

Bailey, James R.; Shulman, Arthur D.
The Effects of Response Mode and Personal Relevance on Information Search Strategies.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Decision Making; Higher Education; *Information Seeking; Responses
IDENTIFIERS- *Choice Behavior; Relevance (Personal)

The difference between response modes of judgment versus choice has until recently gone largely unnoticed in the decision-making literature. Recent research suggests that judgment and choice are indeed not the same, and that the processes evoked by each differ radically. Using information search boards, this study followed the disclosure patterns of 52 undergraduate college students who were asked to either choose a hypothetical roommate, or make judgments on each roommate alternative. One-half of each group (choice and judgment) were randomly assigned to select either a roommate for themselves (personal relevance) or for a friend (non-personal relevance). Under non-personal relevance, the decision process for conditions of judgment versus choice was predicted to involve more information searched, less variability of the pattern of search, and greater use of interdimensional strategies. High relevance was predicted to attenuate these patterns. Analysis confirmed the predicted patterns for judgments as compared to choice. Unlike previous research, personal relevance yielded more intradimensional search patterns. (Author/ABL)

ED 290 111
CG 020 475

Barnet, Helen Smith
Divorce Stress and Adjustment Model: Locus of Control and Demographic Predictors.
PUB DATE- 29 Aug 87
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Divorce; *Locus of Control; Models; *Sex Differences; Spouses; *Stress Variables

This study depicts the divorce process over three time periods: predivorce decision phase, divorce proper, and postdivorce. Research has suggested that persons with a more internal locus of control experience less intense and shorter intervals of stress during the divorce proper and better postdivorce adjustment than do persons with a more external locus of control. This research may have underestimated the impact of locus of control by not investigating situation-specific locus of control (marriage locus of control). This study presents a path analysis derived model of divorce stress and adjustment which predicts the impact of locus of control and the major demographic effects over the divorce process. Recently divorced men and women (N=107) completed a mailed questionnaire eliciting locus of control, difficulties, decision time, and divorce stress and adjustment. The path-analysis derived model suggests that: (1) locus of control is related to predecision stress, peak stress point, stress intensity, stress duration, and postdivorce stress and adjustment, but unrelated to decision time; (2) the relationship between locus of control and heavy stress changes over time from an inverse to a direct relationship; (3) compared to women, men report less predecision stress, shorter predecision periods, lower postdivorce adjustment, and more external Rotter Locus of Control scores; (4) marriage length is directly related to decision time and stress duration, but inversely related to predecision stress, point of peak stress, and postdivorce stress; and (5) childless couples report fewer difficulties, less postdecision stress, and shorter predecision intervals. (Author/ABL)

ED 290 112
CG 020 476

Reed, Annette Zimmern, Ed.; Sullivan, Jane C., Ed.
Violence in America. Proceedings of the Southwest Regional Research Conference (Dallas, Texas, November 6-8, 1986).
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
REPORT NO.- ISBN-0-89940-100-7
PUB DATE- 87
NOTE- 235p.; Support for this publication was provided by the U.S. Defense Department's Air Force Family Advocacy Program.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aggression; Battered Women; Child Abuse; *Crime; Elder Abuse; *Family Violence; Rape; Risk; Sexual Abuse; Suicide; *Victims of Crime; *Violence
IDENTIFIERS- Homicide; *United States (Southwest)

The conference reported in this document consisted of three symposia and eight workshops each concerned with a different area of violence in America. The document includes an introduction by Annette Zimmern Reed and opening remarks by Dallas mayor Starke Taylor and his wife, Carolyn Taylor. Information from the three symposia is given in the areas of violence as a special health problem for minorities, issues related to victims of violence, and the costs of violence, and its impact on future legislation. The eight issues examined by the workshops were child sexual abuse, child abuse, elder abuse, spouse abuse, assault and homicide, rape and sexual assault, suicide, and injuries due to risk-taking behavior. Also included is information from a panel discussion on regional data collection and analysis. Addresses and academic papers from the proceedings include: (1) "Violence as a Health Problem in the Southwest" (Shervert Frazier); (2) "Life Cycle of Violence" (Larry Herbert); (3) "Selected Issues of Violence" (Herbert Nickens); (4) "Violence as a National Health Problem" (Faye Abdellah); (5) "Victims of Violence" (Kern Wildenthal and Lois Haight Herrington); (6) "Homicide and Assaultive Violence" (Keith Harries); (7) "Learning from Patterns of Violence" (Joseph Warshaw and Mark Rosenberg); (8) "Criminal Homicide and Assault: A Criminological Perspective" (Paul Blackman); (9) "Violence as a Health Problem: The Example of Child Abuse and Family Violence: The Alcohol Connection" (Jerry Flanzer); (10) "The Emergency Medical Response to Violent Crime Victims" (Roy Allen); (11) "Spouse Abuse" (Anne Helton, Elizabeth Anderson, and Judith McFarlane); (12) "Medical Costs of Violence to Taxpayers in Harris County, Texas: Pilot Study" (Louis DeNino); and (13) "A Violence Monitoring and Surveillance System for the Southwest Region: A Research and Demonstration Project" (Linda Lloyd). An address by steering committee chairman Robert McGovern, the program schedule, biographies of participants, and a list of convention-planning pointers are appended. (NB)

ED 290 113
CG 020 477

Choices Today: Consequences Tomorrow. Adolescent Pregnancy, Parenting & Prevention in West Virginia.
West Virginia State Dept. of Education, Charleston.
PUB DATE- 87
NOTE- 36p.; Report prepared by the Adolescent Pregnancy & Parenting State Task Force.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Early Parenthood; Family Planning; Parents; *Pregnancy; *Prevention; Schools; *Social Services; State Action; State Programs; *Statewide Planning
IDENTIFIERS- *West Virginia

This document reports on the problems associated with teenage pregnancy on a national level and the statistics and corresponding impact on the youth of West Virginia. Four recommendations are given in the summary: (1) develop a comprehensive state plan to address adolescent pregnancy, parenting, and prevention in West Virginia, noting that a successful plan will require cooperative effort of schools, human service agencies, health systems, employers, and agencies working with teenagers at the community level; (2) establish an Office of Adolescent Health Services to oversee services to adolescents and serve as a central information/resource center dealing with issues of specific concern to youth; (3) increase advanced training opportunities for health, education, and social service professionals who work with high risk adolescents; and (4) develop local case management systems to ensure coordination of health, education, employment, and social services to adolescents at the community level. The report presents a perspective on teenage pregnancy both nationally and in West Virginia and compares West Virginia to other states. A bibliography is included. (ABL)

ED 290 114
CG 020 478

Goebel, Barbara L.; Lott, Sandra L.
Adoptees' Resolution of the Adolescent Identity Crisis: Where are the Taproots?
PUB DATE- Aug 86
NOTE- 49p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Adopted Children; Conflict Resolution; *Developmental Tasks; *Family Characteristics; *Individual Characteristics; Personality Traits; Sex Differences; Young Adults
IDENTIFIERS- *Identity Formation

Establishment of identity represents a normative developmental crisis at adolescence. It is commonly speculated that adopted adolescents find resolution of the identity crisis especially difficult. Some theorists and researchers suggest that adoptees who search for information about their birth heritage have failed to make satisfactory progress toward identity formation. Resolution of Erikson's identity/diffusion and intimacy/isolation crises was explored in relation to adoptive and search motivation status modified by selected family and personal attributes. Subjects were 83 adoptees and 81 nonadoptees between the ages of 18 and 35 years. Multiple analysis of covariance showed development varied more with family and personal attributes (sex, age, anxiety, and family conflict) than with adoptive or search status. Results did not reveal sex differences for identity/diffusion, but females were more advanced than males in resolving the intimacy/isolation crisis. Based on these findings, speculation that adoptees are less successful in resolving the identity/diffusion crisis seems unwarranted, and search motivation appears more a concomitant of capacity for intimacy than deficiency in identity resolution. (Author/NB)

ED 290 115
CG 020 479

Bush, Marilyn G.
Dropout Prevention Counseling Program: Final Report.
PUB DATE- 3 Mar 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Dropout Prevention; Intermediate Grades; Parent Counseling; *Parent Participation; *Potential Dropouts; Program Effectiveness; *School Counseling

This document presents the final report of a dropout prevention counseling program designed for elementary school students in McDowell County, West Virginia. The purpose of the program is explained and three objectives met by the project are identified: (1) counseling sessions were held with each of the identified potential dropouts (N=206) in two county school districts with high dropout rates; (2) individual and group counseling were provided for parents of potential dropouts; and (3) at least one general parents' meeting was held in each of the schools in the districts. Seven specific outcomes of the project are listed, showing that the project helped school personnel to identify dropouts, helped to coordinate program components, visited homes of potential dropouts, conducted parent meetings, completed follow-up work, developed a tracking system for following students, and increased parental awareness of the detrimental effects of dropping out of school. The work schedule of the project is reviewed and a summary of the program is provided. The report concludes with a section on evaluation and recommendations which acknowledges the success of the program in its efforts to reduce the number of dropouts through parental support. (NB)

ED 290 116
CG 020 480

Blueprint for Action: Dialogues from Wingspread II. Proceedings of the Conference on Adolescent Pregnancy: State Action on Adolescent Pregnancy (2nd, Racine, Wisconsin, August 10-12, 1986).
American Public Welfare Association, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.; Interstate Conference of Employment Security Agencies, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 40p.; Also sponsored by the Association of State and Territorial Health Officers. Printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Conferences; *Early Parenthood; *Intervention; *Pregnancy; *Prevention; *State Action; Statewide Planning

The purpose of the conference reported in this document was to improve and coordinate state-level efforts to ameliorate the crisis of adolescent pregnancy. The document includes summaries of addresses by Edgar May, vice-president of the American Public Welfare Association's board of directors; Ann Rosewater, staff director of the Select Committee of Children, Youth, and Families of the United States House of Representatives; and Stephen Heintz, commissioner of the Connecticut Department of Income Maintenance. May stresses the need for state action in combating the problem of teenage pregnancy, Rosewater examines teenage pregnancy issues from the federal perspective, and Heintz discusses adolescent pregnancy within the larger social context of poverty in the United States. Statements are included from two panels of speakers representing human services, health, education, and employment and training programs in different states: (1) Linda Reivitz (Wisconsin); (2) Suzanne Dandoy (Utah); (3) Jerry Evans (Idaho); (4) Sallie Soule (Vermont); (5) Robert Fulton (Oklahoma); (6) Bernard Turnock (Illinois); (7) Adna Thomas (West Virginia); and (8) Lorraine Aronson (Connecticut). Also included is a statement by Irving Harris, a spokesperson from private business who is also president of a fund for pregnancy prevention programs. Small group meetings were held to allow state teams to form strategies and these strategies are summarized in team reports from 15 states. Also included are an address by Robert Ivry speaking for the "New Chance" intervention program and conference chairperson Ruth Massinga's summary of opportunities for action. (NB)

ED 290 117
CG 020 481

Chandler, Theodore A.; Mako, Thomas J.
Exam Performance as a Function of Exam Completion Time, State Anxiety and Ability.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; College Students; Higher Education; *Performance Factors; *Scores; *Test Anxiety; Testing Problems; *Time Management
IDENTIFIERS- *State Anxiety

While many researchers have examined the effects of test anxiety on examination completion time and performance, most have not controlled for ability in their studies. In this study, it was hypothesized that, when ability was controlled, college students high in state anxiety would take significantly longer to complete an examination and would score significantly lower in performance than would students low in state anxiety. College students (N=88) were administered the state anxiety section of the State-Trait Anxiety Inventory immediately prior to an examination. Subject ability was determined by American College Testing scores. While the results revealed no significant differences between high and low anxiety students in the time taken to complete the examination, scores on first and second examinations were found to decrease as state anxiety increased, lending support to the hypothesis that students high in state anxiety will score significantly lower in examination performance than will students low in state anxiety, when ability is controlled. (NB)

ED 290 118
CG 020 491

Klimek, David; Anderson, Mary
Inner World, Outer World: Understanding the Struggles of Adolescence.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 88
NOTE- 68p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259. ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescent Development; Adolescents; Affective Behavior; Conflict; *Developmental Tasks; Family Life; *Family Problems; Helping Relationship; *Parent Child Relationship; Psychological Patterns

This monograph was written to help teachers, counselors, and parents who live and work with adolescents. It explains the psychological tasks of adolescence, separation from parents, and identity formation. Guidelines are provided for adolescent and parental development in several areas. An overview of regressive adaptation focuses on expressions of anger; depression and despair; rigidity; alcohol, sex, and drugs; envy; adolescent self-centeredness; and adolescent lack of appreciation. Stages of family life are described, with attention to the individual within the family, the family life cycle, the family system, the midlife stage of family development, loss of self, triangulation, adolescent pressure to achieve, family negotiation, and sibling influences. Sources of dysfunctional family patterns are considered, including parental needs, negative attitudes toward change, unresolved separation issues, responses to adolescent behavior, and views of common problems. A section on facilitating adolescent growth examines helping relationships outside the family, idealization of significant others, parental resistance to help, transference reactions to a counselor, appropriate responses to adolescents in conflict, and family history. The monograph concludes that helping adults need to understand the authority and control conflicts of adolescent development, the conflicts and dynamics of the adolescent's family, and the influences of social and cultural affiliations. (NB)

ED 290 119
CG 020 492

Capuzzi, Dave
Counseling and Intervention Strategies for Adolescent Suicide Prevention.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 88
NOTE- 36p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Counseling Techniques; *Crisis Intervention; High Risk Students; *Prevention; *School Counseling; School Role; Secondary Education; *Suicide
IDENTIFIERS- *Adolescent Suicide

This monograph concerns the the issue of adolescent suicide and discusses counseling and intervention techniques to prevent suicide among teenagers. Fourteen myths and misconceptions about suicide are explained. A profile of a potential suicide attempter is presented, and issues of behavioral indications, verbal cues, motivations and cognitive distortions, depression, and personality traits are discussed. The rationale for choosing a cognitive-behavioral approach to counseling aimed at preventing adolescent suicide is given and six intervention strategies are suggested. Six components of school-based suicide prevention programs which must be in place for the adolescent at-risk population are identified: (1) district and building level administrative support; (2) faculty/staff inservice on the topic of adolescent suicide; (3) parent education on adolescent suicide; (4) classroom presentations for all adolescents; (5) preparation of core teams; and (6) options for individual and group counseling. Crisis management is considered and questions useful in assessing lethality are posed. Crisis management interventions are discussed, postvention is described, and follow-up counseling or therapy is recommended. References are included which can provide further information on the topic of counseling and intervention strategies for working with adolescents at risk for suicide. (NB)

ED 290 120
CG 020 493

Stromee, Victoria Margaret
Youth Suicide Prevention Program: A Project of Help On Call and Family Crisis Service.
PUB DATE- May 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Cultural Influences; High Schools; *Prevention; Program Design; Program Implementation; *School Activities; *School Counselors; *Suicide; *Youth Problems
IDENTIFIERS- *Adolescent Suicide

This document describes a youth suicide prevention program in Arizona developed jointly by the Help On Call Crisis Line and the Family Crisis Service to provide an area-wide school-based prevention program for use in a multicultural community. A review of programs in other cities and states is described and the decision to develop a cognitive-behavioral model is explained. The formation of a team to assist in developing the program objectives, reviewing the proposed lesson plans and workshop outlines, and helping control community resistance is also described. Program goals are identified and the holding of a one-day city-wide conference for high school counselors to introduce them to the program is discussed. Classroom presentations of the program are described and classroom techniques of guided imagery, group discussion, and role play are explained. The adult in-service portion of the program is described as a way to provide general information to school personnel and parents about adolescent development, pathological and normative depression, and how to respond to a troubled youth. Difficulties encountered in implementing the program and in reaching native American youth living on reservations are reviewed. (NB)

ED 290 121
CG 020 494

Ivers, Kathryn J.; Carlson, Helena M.
Needs Assessment of Female Street Kids: Children in Danger.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Community Programs; Females; Helping Relationship; *Homeless People; Intervention; *Needs Assessment; Prevention; *Runaways; *Victims of Crime
IDENTIFIERS- *Prostitution

This report presents an assessment of the situation of homeless girls, paying particular attention to the issue of juvenile prostitution. A review of research on prostitutes was conducted, and common elements that seem to present themselves in these studies are identified, including sexual and/or physical abuse, runaway/throwaway status, dysfunctional families, and inadequate education. Motivations for entering into prostitution by girls living on the streets are discussed and the issues of street contacts, institutionalization, drugs, and excitement and adventure are considered. A discussion of aspects of street life includes sections on pimps, clients of prostitutes, rape, and health risks. Community approaches to the problem of juvenile prostitution are discussed and several community programs and service agencies operating in Portland, Oregon are described: (1) Project LUCK (Link Up the Community for Kids); (2) the Council for Prostitutional Alternatives; (3) Outside/In; (4) Greenhouse; (5) Harry's Mother; (6) Willamette Bridge; (7) Our New Beginnings; and (8) Girls Emancipation Program. It is recommended that Portland re-establish its Street Outreach program to reach adolescents on the street as soon as possible. Three points of intervention at the primary, secondary, and tertiary levels are suggested as useful components of a comprehensive program for breaking the cycle of victimization of juvenile prostitutes. (NB)

ED 290 122
CG 020 495

Buck, Ross; Teng, Wan-Cheng
Spontaneous Emotional Communication and Social Biofeedback: A Cross-Cultural Study of Emotional Expression and Communication in Chinese and Taiwanese Students.
PUB DATE- 30 Aug 87
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Body Language; College Students; *Cultural Differences; *Emotional Response; *Facial Expressions; Foreign Students; Higher Education; Nonverbal Communication; Sex Differences
IDENTIFIERS- *Chinese People; *Taiwanese

Different cultures develop different rules of emotional expression and communication which may have important consequences within the culture and which may impose barriers to communication between cultures. A study was conducted to examine this issue. Emotionally-loaded color slides were shown to 44 college students from Taiwan and the People's Republic of China (PRC) who were attending college in the United States. Subjects' facial and gestural responses were videotaped. Later, and with their permission, the videotaped sequences were observed by the same Chinese students and also by 20 American students who attempted to determine the kind of slide presented from the facial/gestural reactions. Results indicated that the sex difference in sending accuracy usually found in Western students (with females being more expressive) did not occur in Chinese students. The usual finding of female superiority in receiving ability was, however, also found in the Chinese subjects. The students from Taiwan showed significantly greater sending accuracy than did students from the PRC, but there was no difference in receiving ability between these groups. There was no evidence that communication within a culture or group is more efficient than communication between cultures or groups in this data, and there was no evidence that cultural contact enhances spontaneous communication. (Author/NB)

DOCUMENT RESUME

ED 290 123
CG 020 854

High School and Beyond: Friends [machine-readable data file].
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- EF-000015
PUB DATE- 80
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., NW, Washington, DC 20208. Telephone (800) 424-1616, (202) 357-6768. (Price: $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Friendship; Grade 10; Grade 12; *High School Seniors; High School Students; *Interpersonal Relationship; *National Surveys; Peer Groups; *Peer Relationship; Sampling; *Significant Others; Social Networks; Statistical Surveys
IDENTIFIERS- *High School and Beyond (NCES)

The "Friends" machine-readable data file (MRDF) is a part of the larger "High School and Beyond" (HS&B) class of 1980 survey which was administered in 1980 to a national sample of over 30,000 sophomores and 28,000 seniors from 1,015 high schools throughout the United States. The "Friends" film includes data from over 58,000 respondents, all of whom identified the names of their three best friends who were also in the same school and grade as the respondent. The data file is arranged so that all students attending the same school are grouped together. Each respondent has an Identification Number (ID). The record for each respondent includes the respondent's ID and the ID numbers for those friends named by the respondent. The formal criteria for "within-range friends" were: (1) members of the HS&B sample; (2) members of the same class (sophomore or senior) as the respondent; (3) attending the same school as the respondent. All other friends were termed "not within-range friends." The order in which the three friends were named by the respondent is retained in the file. The file and the linkages among friends that it reveals can be used for tracing friendship networks and to investigate the sociometry of friendship structures (including, for example, reciprocity of choices). POPULATION: High School Sophomores (<3,800,000); High School Seniors (>3,000,000). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: High School Sophomores (35,723); High School Seniors (34,981). FREQUENCY: Once. RESPONSE RATE: High School Sophomores (30,030=84%); High School Seniors (28,240=80.5%). YEAR OF FIRST DATA: 1980. YEAR OF LATEST DATA: 1980. (CDM/WTB)

ED 290 124
CS 009 000

Looby, Theresa N.; Turner, James S.
Improved Reading Achievement of Sixth Grade Students When Using a Whole Language Approach in Conjunction with a Basal Reading Program.
PUB DATE- [87]
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Grade 6; Intermediate Grades; *Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Instruction; Reading Research; Word Recognition
IDENTIFIERS- Metropolitan Reading Mathematics Achievement Tests; *Whole Language Approach

A study investigated whether basal reading instruction combined with whole language development instruction would help a group of sixth graders improve in reading skills as measured by the Metropolitan Reading Test. Subjects, 82 students from a metropolitan area in the Southwest, were given pretests and posttests which measured performance in word recognition and comprehension. Results indicated that word recognition was increased and comprehension growth was affected when language development was included in the reading program. The groups receiving language development showed higher gains in word recognition and comprehension. Findings also indicated that gender and ethnic background were not contributing variables. Findings suggest that the language development approach was effective in improving reading achievement. (Six tables of data and more than eight pages of references are attached.) (ARH)

ED 290 125
CS 009 002

Kruse, Janice; Presseisen, Barbara Z.
A Catalog of Programs for Teaching Thinking.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Creative Thinking; *Critical Thinking; *Educational Games; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; *Learning Strategies; Middle Schools; Reading Comprehension; Reading Strategies; Skill Development; Vocabulary Development; Writing Instruction; Writing Processes
IDENTIFIERS- California Writing Project; Cognitive Research Trust; Great Books Curriculum; Philosophy for Children (Lipman); Project Sage; Strategic Reading; *Thinking Skills

Designed to reach a varied audience, this catalog provides concise summaries of some of the major commercial programs that teach thinking, and furnishes descriptions in terms of major goal, target audience, assumptions, process/materials, time, and developer. The first section offers programs primarily intended for teachers, including the California Writing Project, cognitive levels matching, critical thinking, and tactics for thinking. The next section supplies summaries of available materials for students at various levels, including building thinking skills, future problem solving, Great Books, philosophy for children, and strategic reasoning. The final section furnishes material for specific age groups--elementary, middle school, and secondary students. Programs for elementary age groups include higher-thinking skills, reading and thinking strategies, and vocabulary learning strategies. Two middle school programs are summarized--Odyssey, and Thinking Posters. The secondary program summaries include creative problem solving, critical analysis and thinking skills, and problem solving and comprehension. Publisher and/or developer addresses are given for each program, as well as a cost estimate for the materials mentioned. (MM)

ED 290 126
CS 009 005

Tam, Hak Ping
Language Development Component, CLEAR-Reading Recovery Summer Project, Summer 1987. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Sep 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Early Reading; Grade 1; *Individualized Education Programs; Individualized Reading; Primary Education; *Program Effectiveness; Program Evaluation; Reading Diagnosis; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Research; Remedial Reading; *Summer Programs
IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH

To evaluate the 1987 Compensatory Language Experiences and Reading (CLEAR)-Reading Recovery Summer Project undertaken in the Columbus, Ohio Public Schools, data on reading improvement of 59 first grade pupils from Douglas Alternative School were collected. The objective of the 5-week, 3-hour-per-day-program was to give students enough instruction to allow them to be moved from the CLEAR project to normal classroom settings without further individualized help. A total of 12 teachers were involved in the Summer Project, which featured 30-minute, one-on-one lessons during which pupils were engaged in a variety of instructional activities, such as reading and rereading books, writing and reading their own stories, and analyzing letters and sounds in words. The remainder of the time was spent on group activities. Student achievement was measured, using a CLEAR-Reading Recovery data form, and results indicated that of students who had good attendance records, 50% were discontinued from the program. Although these results were below the 75% target discontinuation figure, students overall showed an average of five Text Reading Levels of improvement. Results suggest that low attendance rates posed a major problem for the program, and suggestions are given for improving attendance. (SKC)

ED 290 127
CS 009 009

Singer, Harry; Balow, Irving H.
Proficiency Assessment and Its Consequences. Final Report.
SPONS. AGENCY- California Univ., Berkeley. Inst. of Governmental Studies.
PUB DATE- 87
NOTE- 82p.; Funding for this project provided by a grant from the California Policy Seminar.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Education; *Educational Legislation; Educational Research; *Graduation Requirements; High Schools; High School Students; Mathematics Tests; *Minimum Competency Testing; Reading Tests; Remedial Mathematics; *Remedial Programs; Remedial Reading; School District Autonomy; State Legislation; *Testing Programs; Writing Evaluation
IDENTIFIERS- *Pupil Proficiency Law (California)

California's 1980 proficiency law, which is the topic of this report, mandated that each school district was to adopt or construct tests and establish standards for assessing proficiency in reading, writing, and computation on tasks that were necessary to success in school and in life. In order to graduate from high school, a student must have passed the tests (a student who fails once at the middle school level can try again twice more in high school). This report presents findings of several comparative and experimental studies that investigated three aspects of the proficiency assessment: tests, remedial courses, and changes in implementation of the law. The report also offers recommendations to help school district proficiency programs result in more economical, more equitable, and higher quality education. Sections of the report deal with the following topics: (1) an executive summary, which provides results of the statewide comparison; (2)

historical background on proficiency testing; (3) national variation in proficiency assessment; (4) California's proficiency law; (5) proficiency assessment methods; (6) initial consequences of proficiency assessment; (7) a comparison of New York and California's solutions to proficiency assessment of basic skills; (8) a report on improving student performance for passing a minimal competency test in reading; and (9) a course-based model for proficiency assessment. (SKC)

ED 290 128
CS 009 010

Rynders, Peter
The Hidden Problem: A Guide to Solving the Problem of Illiteracy.
PUB DATE- Apr 87
NOTE- 18p.
AVAILABLE FROM- Minerva Press, Inc., 6653 Andersonville Rd.,
  Waterford, MI 48095.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educationally Disadvantaged; Functional Literacy; *Illiteracy; *Literacy Education; Reading Skills; Tutors
IDENTIFIERS- Laubach Literacy Action; Literacy Volunteers of America Inc

Illiteracy, the inability to communicate or receive information through the medium of print, has not been dealt with effectively by society, yet it is estimated that there are 23 million illiterate adults in America. Two major problems exist: diagnosing illiteracy, and attracting illiterate adults to adult literacy programs. With the development of more sophisticated diagnostic techniques and the use of radio and television public service announcements, these problems are being overcome. Tutoring programs organized around a core of volunteer tutors focus on the basics of learning to read, concentrating on three word group divisions: (1) words that follow a predictable sound pattern; (2) multisyllable words that can be broken down into smaller segments based on the first word group; and (3) difficult words which are frequently used and must be memorized. Tutoring should maximize oral language ability so that the student experiences early success and continues with the sessions. (A list of resources and organizations dealing with illiteracy is appended.) (MM)

ED 290 129
CS 009 011

Greenlaw, M. Jean

The Quest for Literacy.

PUB DATE- [87]
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Role; *Cultural Context; *Educational Attitudes; *Educational Change; Educational History; Educational Philosophy; Educational Theories; Elementary Secondary Education; Futures (of Society); Illiteracy; *Literacy; Public Opinion; *Reading Skills; School Role; *Writing Skills

Noting that being illiterate in this country precludes full participation in society, this paper addresses the issue of whether or not American society is truly literate. The first section of the paper offers a historical review of commentary on literacy and education to show that there has never truly been "a golden age of literacy," but rather that the public has always been concerned about the state of the English language and the ability of schools to educate individuals to use that language. It concludes that the public tends to see "literacy" as a static and finite product, and that because of this narrow definition, schools will never completely satisfy demands for basic education. The second section of the paper looks at the social and cultural context of literacy, concluding that literacy is not a set of measurable, static skills, but a living and changing entity that defines culture and is created by it. The third section of the paper examines literacy in the United States today, reviewing the following recent publications that have had an impact on the nation's view of literacy and schooling: (1) "A Nation at Risk"; (2) "Books in Our Future"; (3) "Becoming a Nation of Readers"; (4) The Reading Report Card"; (5) "The Report on Writing"; (6) "What Works"; and (7) "Literacy: Profiles of America's Young Adults." The final section of the paper offers 10 suggestions for reform to address the issue of illiteracy, including establishing a coherent and workable philosophy of education, establishing reasonable goals for education and schools, understanding and preparing for future demographics, working to make schools part of the community, and enabling parents to become part of the schooling process. (FL)

ED 290 130
CS 009 015

Umbach, Bobbie T.; And Others
Teaching Reading to Low Performing First Graders: A Comparison of Two Instructional Approaches.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; *Beginning Reading; Grade 1; Primary Education; Prior Learning; Reading Difficulties; *Reading Programs; *Reading Strategies; Rural Schools; Schemata (Cognition); Teaching Methods
IDENTIFIERS- Direct Instruction Follow Through Project; Direct Instruction Model; SRA Basic Reading Series

In an effort to determine differences between the reading scores of students taught by a traditional basal approach and a more structured direct instruction approach, 31 problem readers from two first grade classrooms in a low income Southeastern rural community were examined and tested over a year-long period. The two groups were found to be approximately equal in pretest measures prior to treatment. At the end of the treatment period, the experimental group, which used the SRA Reading Mastery Series, demonstrated significantly higher achievement scores compared with the students using the basal reading curriculum, with differences occurring in word-identification, word attack, and total reading. One major factor contributing to the higher scores appeared to be the direct instruction curriculum used, which required no background knowledge or entry skills, and utilized a synthetic phonics approach to break all skills into small steps to be practiced. The second factor was probably the training and supervision that teachers in the experimental group received. Based on the results of the study, several recommendations are given. (Tables of data showing posttest results are included.) (MM)

ED 290 131
CS 009 016

Hall, Mary Jane; And Others
Understanding the Nature and Scope of Sex Differences in Reading.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Mid-South Educational Research Conference (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Diagnostic Tests; Grade 2; *Learning Readiness; Primary Education; *Reading Achievement; *Reading Comprehension; Reading Research; *Sex Differences; Silent Reading
IDENTIFIERS- Metropolitan Achievement Tests

A study examined the relationship between sex differences and the development of reading proficiency, specifically investigating if sex differences related to achievement on measures of silent reading comprehension, sight vocabulary, recognition of vocabulary in context, and use of structural analysis in word recognition taken separately or in combination. The subjects, 84 male and 79 female second-grade students who were reading at or above the 1.5 grade level, were tested using a series of separate Metropolitan Achievement Tests. Results indicated no significant differences in the reading scores of boys and girls. These results support previous findings of Steiner, Steinen, and Newman (1981) and represent a significant departure from the literature in which differences favoring females have been reported for the past several decades. (A table of data is included and references are attached.) (NH)

ED 290 132
CS 009 020

Weaver, Constance
Reading as a Whole.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Beginning Reading; Drills (Practice); *Encoding (Psychology); *Holistic Approach; Hypothesis Testing; *Learning Theories; Primary Education; Reading Instruction; *Reading Processes; *Reading Research; *Reading Strategies
IDENTIFIERS- *Whole Language Approach

Underlying virtually all of the basal reading series available in the United States today is the assumption that learning to read is a skill-by-skill and word-by-word process. This part-to-whole approach to teaching reading is based on principles of behavioral psychology and "scientific management" developed a half century ago and treats meaning as merely an end to be attained after words are identified and sounded out. More recent research by Frank Smith, Kenneth Goodman (1973), and others indicates reading is a process of constructing meaning rather than merely obtaining meaning. Similarly, Jean Piaget and cognitive psychologists like Lev Vygotsky have advanced the concept that children learn best when what is to be learned is functional and concrete rather than dysfunctional and abstract, indicating that learning to read should be approached as a whole-to-part, whole language process which replaces dull and often frustrating drills with opportunities to develop an understanding of and pleasure in the written word. This approach has been adopted in New Zealand, in parts of Australia and Canada, and in a number of schools and classrooms in the United States. (Examples of each approach are presented, and three pages of references are attached.) (NH)

ED 290 133
CS 009 024

Rasinski, Timothy V.
Home Reading Behavior of Third- and Fifth-Grade Students.
PUB DATE- Dec 87

NOTE- 14p.; Paper presented at the Annual Meeting of the American Reading Forum (8th, Sarasota, FL, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; *Family Influence; Instructional Effectiveness; *Low Achievement; *Reading Attitudes; Reading Diagnosis; *Reading Habits; Reading Programs; Reading Research; *Reading Skills; *Recreational Reading
IDENTIFIERS- *Reading Motivation

A study was conducted to verify and extend the limited research on children's home reading. Subjects, 26 third- and 40 fifth-grade students from two elementary schools were asked to respond to questions concerning their home reading habits and were also interviewed. Data analysis revealed a significant difference between high- and low-ability students in frequency of home reading, suggesting that high-ability readers, at both third- and fifth-grade, do engage in home reading activities more often than low-ability readers, confirming earlier studies. Findings suggest that the combined influences of home and school help make reading successful and pleasurable for the child and hold the key to improving the child's reading ability and willingness to read. (Three tables of data are included.) (NH)

ED 290 134
CS 009 027

McNinch, George H., Ed.
Reading Teacher Education. Fourth Yearbook of the American Reading Forum.
American Reading Forum.
PUB DATE- 84
NOTE- 124p.; For related documents, see CS 009 028-029.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Reading Instruction; Reading Research; *Reading Teachers; *Teacher Education

Issues in reading teacher education as well as other aspects of reading instruction are the focus of this yearbook. Titles of some of the articles and their authors are as follows: "Sampling Bias Limitations in Generalizations in Reporting Scores on Standardized and Criterion Referenced Reading Tests" (L. Carswell and W. White); "A Comparison of Social Science Textbook Readability and Students' Reading Levels" (B. Townsend and C. Wilkie); "Imaging Creative Reading/Writing Experiences" (O. Wielan); "Teacher Education of Community College Reading Educators" (B. Herrmann); "An Exploration of Preservice Teachers' Conceptual Change during Reading Methods Instruction" (S. Michelson and others); "Reading Achievement Trends of Fourth Grade Students" (B. Hayes); "Assessment of Preservice Teachers" (A. Mallery and others); "Preparation in Reading and Educator Certification" (R. Flippo and D. Hayes); "Toward Evolving a Profile of the 'Satisfied' Reading Professional" (R. Morgan and others); (14) "Effects of a Content Area Reading Class on Attitudes and Practices of Secondary Teachers" (V. Orlando); "Tab Item: Assessing Students' Application of Reading Theory" (C. Nichols and V. Orlando); "An Analytic Approach to Teaching Microcomputer Programming to Classroom Teachers" (D. Richgels); "The New Reading Circle" (G. Fortier and G. Manson); "Project Mafex" (M. Malone); "A Study to Determine the Capability of Teachers and to Predict the Reading Interest of Pupils" (H. Blythe and S. Carter); "The Professional Preparation of College Reading and Study Skills Specialists" (N. Stahl and others); "The Use of Cognitive and Metacognitive Strategies of Good and Poor Readers" (N. Kaufman and A. Randlett); "Assessing and Remediating the Reading and Writing Skills of Prospective Teachers" (L. Amspaugh); "Program Diversification in a College Developmental Reading Program" (D. Rosecrans); "Predicting and Evaluating Student Teachers' Performance in Reading Instruction" (T. Lovelace and others); "Helping Students Follow Written Directions" (W. Henk and G. King); "The Ghost of Computers Past, Present, and Future" (A. Prince); "Emergent Reading Levels" (W. Powell); "Mainstreaming and the Merging of Roles in Reading Instruction" (L. Tomlinson); "Teachers' Perceptions of Factors that Hinder Reading Instruction" (E. Searls and others); "Less than Words Can Say about the Certification of Reading Teachers" (W. Otto); "The Governance of Reading Education" (P. Duncan); "Plans of Action--Tools for Initiating Change in School Reading Programs" (J. Laffey and D. Kelly); "Toward a Core Curriculum for Reading Education" (A. Manzo); "Survey of American Reading Educators" (L. Erickson and others); "Theoretical Aspects of Graduate Reading Foundations Courses" (M. Fairbanks and others); "Comprehension: The Forgotten Conclusions of the Training of Teachers of Reading" (J. Dinnan); "A Comparison Study of Background Knowledge of College Undergraduates" (M. Alvarez and others); "Bilingual Education" (S. Kossack). (SKC)

ED 290 135
CS 009 028

McNinch, George H., Ed.; And Others
Reading Research in 1984: Comprehension, Computers, Communication. Fifth Yearbook of the American Reading Forum.
American Reading Forum.
PUB DATE- 85
NOTE- 146p.; For related documents, see CS 009 027 and CS 009 029.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Classroom Communication; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; Teaching Methods; Writing Instruction

Conference presentations of research on reading comprehension, reading instruction, computer applications in reading instruction, and reading theory are compiled in this yearbook. Titles and authors of some of the articles are as follows: "A Rationale for Teaching Children with Limited English Proficiency" (M. Zintz); "Preliminary Development of a Screening Instrument for Learning Disabilities in Foreign Language Classes" (T. Cloer, Jr.); "Using Word Processing in Composition Instruction" (R. Kurth and L. Stromberg); "Equality of Educational Opportunity" (K. Camperell); "Don't Blame It on Reading" (J. Sherk, Jr.); "What Do Young Children Understand about the Structure of Written Composition?" (P. Duncan); "Research on Computers in Reading" (G. Mason); "Thinking Level and Reading Comprehension" (W. White); "Imagery Level of Text" (P. Terwilliger and B. Kolker); "The Effects of Thematic Organizers on Comprehension and Transfer Learning" (M. Alverez and V. Risko, with a reaction by D. Gustafson); "Meet 'Stephen,' A Computerized Diagnostic Case Study" (B. Herrman and others); "Comprehension and Language Cues" (O. Wielan); "A National Survey on the Use of Basal Readers" (P. Smith and M. Saltz); "Structuring an Environment for Increased Comprehension" (G. Lofton); "Variations in Visual and Auditory Memory Found in a Group of Illiterates" (M. Harshbarger); "The Early Reader Goes to School" (W. Brazell and M. Cooper); "Changes in Preservice Teachers' Conceptions of the Reading Process" (L. Amspaugh and others); "Computer Adventure Games and the Development of Information Processing Skills" (B. Hayes and others); "Influence of Three Concurrent Remedial Practices" (A. Manzo); "Parents' Identification of Children's Life Crises" (L. Gentile and others); "A National Assessment of Undergraduate Secondary Content Area Reading Courses" (B. Hobbs and M. Fairbanks, with a reaction by R. Flippo); "Comprehending Metaphor" (M. Brittain); "Survey and Analyses of Attitudes toward Use of the Computer" (J. Long and S. Benton); "Book-Sharing and Parental Reading Attitude" (G. Miller); "Do Teachers Teach as They Are Taught to Teach?" (C. McMillan); "Two Models of Developmental Reading Instruction" (A. Mallery and T. Bullock); "Computer and Video Game Use and Reading Achievement of High School Students" (R. Telfer); "Communicating in the Classroom" (D. Alvermann and others); "The Use of Cognitive Self-Instruction as an Intervention for Metacognitive Failure" (S. Weidler, with a reaction by E. Askov); "A Qualitative Investigation of Mainstreaming" (L. Tomlinson); "Perceptions of Reading Competencies in Content Areas" (D. Lumpkin); "Microcomputers for Elementary Teachers" (P. Ransom); "Differentiating Reading Practice" (J. Helfeldt and W. Henk); "Schema Theory, Reader/Text Interaction, Text Analysis and Metacognition" (R. Atkinson and others); "Critical Reading" (J. Parson with a reaction by D. Gustafson); "Research in Student Teaching" (T. Lovelace and others); "The Junior Great Books Program" (N. Boraks); and "Punctuation and Intonation" (R. Flippo). (References are included for each article.) (SKC)

DOCUMENT RESUME

ED 290 136
CS 009 029

Lumpkin, Donavon, Ed.; And Others
Evaluation in Reading: Learning, Teaching, Administering. Sixth Yearbook of the American Reading Forum.
SPONS. AGENCY- American Reading Forum.
PUB DATE- 86
NOTE- 369p.; For related documents, see CS 009 027-028.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Reading Diagnosis; *Reading Instruction; Reading Research; Teacher Effectiveness; *Teacher Evaluation; *Teacher Role

Centering around the common theme of reading evaluation, the papers in this yearbook were either presented at or are based on presentations from the 1985 American Reading Forum conference. Titles of some of the papers and their authors are as follows: "Teacher Competency Testing" (S. Kossack); "Principals as Instructional Leaders" (J. Laffey); "Issues Related to Testing" (W. Otto); "Issues Related to Labels" (K. Camperell); "Issues Related to Personal Context" (B. Hays); "A View of a Statewide Evaluation" (J. Handler and D. Carlson); "The Role of the Reading Educator in the Training of Elementary School Principals" (R. Kurth); "Are Student Interviews a Legitimate Evaluation Tool for Assessing School Reading Programs?" (J. Cassidy and others); "Evaluation of Adult Illiterates' Oral Language Associations with the Paradigmatic/Syntagmatic Inventory" (J. Dinnan and L. Pulling); "Nonliterate Adults' Knowledge of and Attitudes toward Microcomputers for Reading Instruction" (L. Wachter and E. Askov); "Application of Teacher Effectiveness: Research" (T. Blair and J. Young with a reaction by C. Stice); "Reading Evaluation in the Classroom" (L. Gentile); "An Analysis of Linguistic and Comprehension Strategies of Low Ability Readers" (V. Risko); "College Reading Programs 1958-1978" (A. Mallery); "Developmental Reading Program Innovations and Practices at the University of Cincinnati" (T. Bullock and D. Madden); "Guidelines and Practices of Evaluation of State Reading Programs" (P. Smith and S. Rebottini); "Teacher Perceptions of Microcomputer Courses" (P. Ransom); "Evaluation of Variations among Reading Improvement Students through Three Decades" (M. Harshbarger); "A Comparison of Parent and Teacher Perceptions of Student Behaviors" (J. Williams); "Evaluating Perceptions of Learners at Different Levels" (D. Lumpkin); "Research in Teaching Context Clues" (J. Elliott); "Reading Inventories of the Future" (W. Henk with a reaction by L. Tomlinson); "The Cloze Reading Inventory as a Qualitative and Quantitative Measure of Reading Ability" (R. DeSanti with a reaction by C. Stice); "Content Reading" (R. Telfer); "Preliminary Development of a Screening Instrument for Learning Disabilities" (C. Cloer, Jr.); "The Mandate: Evaluation of Teacher Candidates by Use of Competency Tests" (R. Flippo); "How Effective Are Quantitative Teacher Evaluations?" (B. Herrmann); "Evaluation of a Reading Program" (B. Wise and J. Shaver); "Students' Perceptions of Their Study Habits" (B. Townsend); "Evaluation of Learning Disabled College Students" (K. Norlander and others); "Reading and Learning: The Learning Abilities of Three Types of Poor Readers" (R. Bloomer and others with a reaction by R. Flippo); "Ethnographic Research on Junior Great Books" (N. Boraks and others); "Evaluating Materials" (M. Collins); "Evaluation of Teaching with Discussion" (D. Alvermann); "New Ways to Use Student Writing Samples in Reading Diagnosis" (P. Duncan). References for each article are included. (SKC)

ED 290 137
CS 009 032

Thompson, Richard A.
University of Central Florida Clinical Reading Practicum Reports.
PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Great Lakes Regional Conference of the International Reading Association (Indianapolis, IN, October 1-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Graduate Students; Graduate Study; Higher Education; *Inservice Teacher Education; *Practicums; *Program Descriptions; *Program Effectiveness; *Reading Diagnosis; Reading Instruction; Reading Research; Reading Teachers; Reading Tests; Remedial Reading; *Teacher Education; Teaching Methods

Many teacher educators have concluded that the format of graduate reading practicum reports (which have been patterned after medical or psychological reports), needs to be reexamined or refined. In the University of Central Florida's reading practicum classes, practicum reports are becoming more simplified, with pedagogical and psychological jargon reduced, and unreliable tests replaced with objective assessments of students' reading problems. During the course, each graduate student is assigned from three to five elementary school students of similar ages, who come for instruction four days a week for five weeks. The graduate student administers (1) an informal reading inventory; (2) a criterion referenced reading test; (3) a diagnostic spelling test; (4) a word list; and (5) vision and hearing tests. During the sixth week of the practicum, after observing the reading students and conducting parent conferences, the graduate student writes a brief and precise case report describing each child's strengths and weaknesses and making recommendations for the classroom teacher and the child's parents. The practicum gives graduate students valuable experience in assessing and planning reading instruction to meet individual student needs, so that they will not be tied to basal programs that may be inappropriate. In addition, the simplified reports are useful tools for parents and classroom teachers. (A sample practicum report and six references are included.) (SKC)

ED 290 138
CS 009 033

Lore, Rosemary; Chamberlain, Ed
Language Development Component Developmental Reading Program: Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 55p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Compensatory Education; Computer Assisted Instruction; Functional Reading; Grade 9; Grade 10; High Schools; Individualized Instruction; Individualized Reading; Literacy; *Program Effectiveness; *Program Evaluation; Reading Difficulties; Reading Instruction; *Reading Programs; Reading Research; Reading Skills; *Remedial Programs
IDENTIFIERS- Columbus Public Schools OH

Intended to assist underachieving high school pupils in improving their reading and communication skills, the Secondary Developmental Reading Program in the Columbus, Ohio Public Schools, emphasized literacy survival skills and reached 809 pupils in grades 9 and 10 in 13 senior high schools during the 1986-87 school year. The program used diagnostic testing to assess pupils' individual reading strengths and weaknesses, and provided individualized instruction to meet pupils' needs on a daily basis in a small group setting. Some program sites used computer-assisted instruction as well. Success of the program was judged by results of the "Comprehensive Test of Basic Skills" Reading Comprehension Subtest as pretest and posttest, and the General Inservice Evaluation Form, developed locally. Test results showed that none of the program's objectives were met--pupils with good attendance records did not improve their reading scores, nor did the target of 80% of program personnel evaluate the program as successful. The computer users scored no better than other groups on the achievement criterion. Recommendations included rescheduling the program, giving more attention to students' individual needs, and showing greater commitment to the program on the part of teachers and administrators at participating schools. (References and copies of the evaluation materials are appended.) (SKC)

ED 290 139
CS 009 034

Lore, Rosemary; Chamberlain, Ed
Language Development Component Compensatory Language Experiences and Reading Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Compensatory Education; Computer Assisted Instruction; Computer Uses in Education; Elementary Education; Functional Reading; Individualized Instruction; Individualized Reading; Literacy; Parent Participation; *Program Effectiveness; *Program Evaluation; Reading Difficulties; Reading Instruction; *Reading Programs; Reading Research; Reading Skills; *Remedial Programs; Teacher Attitudes
IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH

The 1986-87 Compensatory Language Experiences and Reading Program (CLEAR) of the Columbus, Ohio Public Schools was implemented to provide assistance to selected underachieving pupils in grades one through eight so that they might attain more fully their potential for and improvement in language and reading skills. The program featured individual and small group instruction arranged according to pupil needs. There were also pilot programs using microcomputers with fourth through eighth grade students at many of the schools. The program was evaluated through administration of the Comprehensive Tests of Basic Skills as pretest and posttest. Test results indicated that of 3,425 students with good attendance records who were native speakers of English, average test score gain was 5.9 Normal Curve Equivalent (NCE) points for the six months of instruction, which nearly met the goal of 1.0 NCE points per month of instruction. Analysis by grade revealed that the evaluation criterion was met in grades 3, 4, and 7. Average NCE gains for students using computer-assisted instruction were higher than those for the regular group at both the elementary and middle school levels. Classroom observation and teacher interviews revealed that teachers used a variety of approaches for diagnosis and instruction to build pupil self-esteem and positive attitudes toward learning, and that teachers were concerned about low parent involvement and lack of coordination between program and classroom instruction. (References and copies of the evaluation materials are appended.) (SKC)

ED 290 140
CS 009 035

Negin, Gary A.
A Model for the Development of a Reading Expectancy Formula.

PUB DATE- [87]
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Tests; *Diagnostic Tests; Grade 2; Individual Testing; Intelligence Tests; Listening Comprehension Tests; *Models; Predictive Measurement; Primary Education; *Reading Achievement; *Reading Diagnosis; Reading Research; *Reading Tests; Regression (Statistics); Test Construction; Test Reviews; Test Validity
IDENTIFIERS- *Reading Expectancy Formulas

Noting that accurate procedures for predicting reading ability in school settings are necessary for a variety of purposes, this paper reviews methods for predicting reading ability and presents a new, more precise model for use at the second grade level. First, the paper defines reading expectancy as an informed estimate of the level of reading achievement that can realistically be expected of an individual when the relevant facts are known. Presented next is a historical review of reading expectancy formulas from the late 1920s to the present. The review notes that many of the formulas grew more complex and began to test different aspects of reading, such as listening comprehension, while others relied on general intelligence testing to predict reading ability. After pointing out the difficulty these models have in predicting actual achievement for individual children, the paper proposes a multiple regression model that makes use of stepwise regression analyses to test second grade native speakers of English. Correlates of reading achievement that the proposed model must account for are the topic of the next section, which discusses intelligence tests, listening comprehension tests, anxiety, attention span, self-esteem, socioeconomic status, and sex variables. Twelve tests for these variables for inclusion in a proposed reading diagnosis battery are then listed, followed by three research hypotheses and a graph of the proposed reading expectancy model. The document concludes with 67 references. (SKC)

ED 290 141
CS 211 000

Freeman, Evelyn B.; Sanders, Tobie R.
Probing Children's Concepts of Writing Functions: A Developmental Research Instrument.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Childhood Attitudes; Elementary Education; *Models; Research Methodology; Writing Instruction; Writing Research
IDENTIFIERS- *Childrens Writing; Ethnographic Monitoring; Video Tape

Production; *Writing Attitudes; Writing Contexts; Writing Functions

As a response to the increasing support for linking information about the role of writing in the lives of children to writing instruction in schools, a research instrument was developed that illuminates children's concepts about writing (who writes, what is written, where people write, why they write, and how they view the writing process). Construction of the instrument involved five phases: (1) finding community settings in which writing is participated in or observed by children; (2) analyzing the different functions of writing in the community; (3) creating semi-scripted writing vignettes depicting the different writing functions; (4) videotaping the vignettes; and (5) composing interview questions based on the videotapes that probe children's concepts. Sixty midwestern public school children, from kindergarten, fourth, and sixth grades, were shown sequences of the videotape and then interviewed. Results indicated that children at all grade levels described a wide range of writing functions and placed value on writing. A detailed description of the results of the data analysis is being prepared in a separate paper. Data obtained from the study is being used to build a developmental model of children's concepts about writing functions. (ARH)

ED 290 142
CS 211 002

Laughlin, Rosemary M.
"Antigone": A Play for All Curricula.

PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classical Literature; *Core Curriculum; English Curriculum; Figurative Language; *Greek Literature; Interdisciplinary Approach; Secondary Education; Values Clarification
IDENTIFIERS- *Antigone; Sophocles

Because of its exploration of human conflicts, its examination of the capability of society and the individual relationships within it, and its focus on universal moral issues, Sophocles' "Antigone" is a relevant addition to secondary school core curricula. "Antigone" is effective in responding to each of Philip Anderson's four rationales for curricula: (1) the "high culture model," which addresses universal themes such as man versus God, and society versus the individual; (2) the "democratic culture model," which expresses the theme "one must obey the higher law" and can be related to contemporary American society; (3) the "social development/social reconstruction model," which provides values clarification through meaningful parallels with the play; and (4) the "psycholinguistic model," which helps students understand the history of words and the development of figurative language and rhetorical techniques. (A handout comparing different translations of the play, and an exercise on figurative language are appended.) (MM)

ED 290 143
CS 211 003

Land, Warren; And Others

Effects of Peer Tutoring in Middle School English Classes.

Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
PUB DATE- 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English Instruction; Grade 6; Grade 7; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Relationship; *Tutoring; *Tutors; *Writing Improvement; Writing Research; Writing Skills

To determine the effects of peer tutoring on tutors and tutees in middle school English classes, a study was conducted using pretest and posttest data of 120 students in a Mississippi middle school gathered from the following: (1) the California Achievement Test, 1977 Edition, Forms C and D; (2) teacher-assigned grades in English classes; (3) overall grade point average in all academic classes; and (4) the Survey of Pupil Opinion. A total of 60 sixth-grade students comprised the tutee sample, and 60 seventh-grade students made up the tutor sample, with each group divided in half and randomly assigned to experimental and control groups. The tutoring sessions were conducted for 10 minutes each day for a period of 6 weeks. Findings included a significant difference in teacher-assigned grades for tutees compared with students who were not tutees. No significant differences on any measure were found among tutors when compared with similar students who did not serve as tutors. The results support the hypothesis that the peer tutoring process improves grades assigned by teachers to the tutees, but the results do not support similar benefits for the tutors. (The document includes two tables. Appendixes include the Survey of Pupil Opinion and sample work sheets. Also appended are 24 references.) (SKC)

ED 290 144
CS 211 004

Attacks on the Freedom To Learn. 1986-1987 Report.
People for the American Way, Washington, DC.
PUB DATE- 88

NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Freedom; *Censorship; *Conservatism; Educational Attitudes; Elementary Secondary Education; Instructional Materials; Intellectual Freedom; Literature; Public Education; Reading Materials; Social Attitudes; Social Values; Trend Analysis

Documenting a cumulative attack on the freedom to learn, which strikes at the heart of public education, this report describes how censorship has grown since 1982, highlighting trends that have emerged over five years, the actors, the challenges, and the results. Following an introduction, the report documents the state of censorship for 1986-1987, followed by a look at censorship trends occurring during the past five years. Next, the report provides three case studies of censors in action, and describes five groups that are part of a larger network involved in promoting a conservative agenda in public education. The report then discusses the language of censorship, focusing on terms such as "secular humanism" and "values clarification." Finally, the report summarizes the status of censorship efforts in each of the 50 states. Appendixes include lists of challenged materials from 1982 to 1987, and a list of the most frequently challenged books for that same period. (HTH)

ED 290 145
CS 211 005

Hesterman, Vicki
You've Come a Long Way, Baby--Or Have You? Women's Magazines, Cigarette Advertisements, Health Articles and Editorial Autonomy.

PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Content Analysis; Females; Health; Mass Media Effects; *Media Research; *Periodicals; *Smoking
IDENTIFIERS- *Editorial Policy; *Womens Magazines

A study examined how three major women's magazines handled cigarette advertisements and editorial copy about smoking-related health problems. Examined were issues of "Ms.," "Good Housekeeping," and "Seventeen" magazines from 1972, one year after the ban on television advertisements and the year "Ms." began publication, through 1979, when cigarette advertising in women's magazines peaked, and coverage of the smoking issue peaked in general. Content analyses, related literature, and telephone interviews with editors revealed that "Good Housekeeping" ran an average of 2.1 informative stories on the health risks of smoking, and has a long-standing policy of not accepting cigarette advertising. "Seventeen" ran an average of one smoking-related article every 2 years, and also accepts no cigarette ads. "Ms." magazine ran an average of 5.7 health-related articles per year, but no feature articles related to smoking, although it maintains that its editorial content is independent of its advertising. All but three issues contained cigarette ads, but the editors have turned down lucrative advertising from Virginia Slims cigarettes because its slogan "You've Come a Long Way, Baby" is considered demeaning to women. Every cigarette ad carries the Surgeon General's warning, however, and "Ms." still runs fewer cigarette ads than other women's magazines, such as "Cosmopolitan" or "Working Mother." Overall, it appears that editorial autonomy for women's magazines disappears when magazines are dependent on advertising revenues. (A chart of magazine revenues and a graph illustrating the total number of articles on smoking are appended. Forty-four notes are included.) (HTH)

ED 290 146
CS 211 007

Mickelson, Norma; Davies, Anne
A Whole Language Program in the Intermediate Grades: Questions and Answers.

PUB DATE- Mar 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Content Area Reading; Foreign Countries; Holistic Evaluation; Middle Schools; Nontraditional Education; Program Descriptions; Program Development; *Reading Instruction; Reading Research; Secondary Education; Teacher Attitudes; *Teaching Methods; *Theory Practice Relationship; *Writing Instruction; Writing Research
IDENTIFIERS- Canada; Journal Writing; Student Journals; *Whole Language Approach

Focusing on a whole language program for the middle grades in Canada's Northwest Territories, this interview transcript consists of responses by Anne Davies, a teacher from Yellow Knife, in the Northwest Territories, and currently a doctoral student, to questions posed by Norma Mickelson, a professor at the University of Victoria in British Columbia. Davies claims that the whole language program is still evolving, but is already a viable alternative to traditional approaches in intermediate grade classrooms. Davies begins by asserting that very few modifications are necessary to use the whole language approach with older students, then describes a typical day in the classroom, which includes (1) reading; (2) sharing; (3) journal writing; (4) editing; (5) written reactions to reading; (6) logic exercises; (7) whole language content area instruction; and (8) quiet time. Davies next describes her holistic evaluation methods, which are based on observation. Davies' discussion then turns to using microcomputers in middle grade classrooms, including use of language arts software and interactive games. Finally, Davies talks about the role of the whole language teacher, interaction with administrators, the teaching philosophy, and the atmosphere in whole language classrooms. (One reference is included.) (SKC)

ED 290 147
CS 211 008

Stotsky, Sandra

Literature and the Development of Civic Consciousness: Questions from the 1987 Institute on Writing, Thinking, and Citizenship Education.

PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Fall Conference of the New England Association of Teachers of English (Nashua, NH, October 22-25, 1987) and at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; Elementary Secondary Education; *English Curriculum; Interdisciplinary Approach; Literature; Political Influences; *Political Socialization
IDENTIFIERS- Multidisciplinary Education

The motivation for monitoring public affairs and for taking part responsibly in the civic process depends on a person's "civic identity," defined as a sense of kinship with and responsibility toward others in the community. Currently civic education is the province of social studies teachers, but English and language arts teachers could also play an important role in increasing the effectiveness of civic education. The Institute on Writing, Thinking, and Citizenship Education held at Harvard in the summer of 1987 was designed to help participants--teachers and administrators responsible for language arts/English or social studies--develop a multidiscplinary approach to civic education at all grade levels, with reading and writing skills at its core. School literature programs can also contribute to the development of civic identity in subtle but profound ways, such as helping develop students' aesthetic and moral sensitivities, and providing them with common cultural information. This use of literature to learn history and civic pride was at one time common in schools, but today's emphasis is on offering exposure to a wide variety of fiction representing various ethnic and racial groups. Thematic units in literature for the secondary school student could focus on perceptions of the community by using fiction that calls attention to the different ways in which communities are portrayed in literature. (NKA)

ED 290 148
CS 211 009

Freedman, Sarah Warshauer; And Others
Response to Student Writing. NCTE Research Report No. 23.
National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-4082-3
PUB DATE- 87
NOTE- 228p.; Funding for project also provided by the Spencer Foundation.
GRANT- NIE-G-083-0065; OERI-G008690004
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40823-222, $9.50 member, $11.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Interpersonal Relationship; Teacher Effectiveness; Teacher Improvement; *Teacher Student Relationship; *Teaching Methods; Teaching Skills; Theory Practice Relationship; *Writing Evaluation; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Response Consistency; Response Criteria; *Response Patterns

Noting that while writing teachers acknowledge that responding to their students' writing is central to their teaching, they still express frustration about how to make their response effective. This book describes a two-part study conducted to discover how the nation's most successful writing teachers respond to their students' work. The first chapter provides background information, the rationale behind the study, and an elaboration of the research questions. The second chapter presents details of the experimental design, including procedures for selecting the 560 successful teachers and their 715 students who participated in the first part of the survey. This chapter also discusses ethnography--observing response practices--in the two ninth grade writing classes that participated in the second part of the study. The third chapter describes the response practices of the teachers, and their range and helpfulness, while the fourth chapter analyzes values about writing uncovered in the survey, the underpinnings and structuring of response. The fifth chapter provides a summary of the research, including characteristics of the successful teachers and their response practices, while the sixth chapter contemplates what can be learned from the study. The book concludes with 83 references and the following appendixes: (1) the National Writing Project surveys; (2) assignment sequences; (3) note-taking conventions and procedures for in-class data collection; (4) criteria for determining what was to be recorded on camera; (5) supplementary tables; (6) questions for character analysis; and (7) student writing samples. (SKC)

DOCUMENT RESUME

ED 290 149
CS 211 010

Silver, Nettie; Young, Dennis
Teaching Literature Grade 9: Integrating the Communication Arts. The Essay. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-583-4
PUB DATE- 85
NOTE- 55p.; For other documents in this series, see CS 211 011-015.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *English Curriculum; English Instruction; *Essays; *Expository Writing; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; Nonfiction; Units of Study; *Writing Instruction

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of essays, this collection of materials, lessons, and activities deals with some of the most frequently taught expository essays in New York City ninth-grade classrooms. The document begins with a general introduction to teaching the essay, including suggestions for teaching the genre to ninth-grade students. A resource unit on teaching the essay follows, providing information on the nature of essays, as well as the following: (1) ninth-grade performance objectives; (2) research/enrichment activities; and (3) approaches. Ten interconnected sample lessons, each aimed at teaching a different aspect of essays, comprise the main part of the guide. Also included are appendixes containing important vocabulary, a discussion of the thematic organization of essays, and a bibliography with 11 citations. (SKC)

ED 290 150
CS 211 011

Leinwein, Rochelle
Teaching Literature Grade 9: Integrating the Communication Arts. The Novel. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum

and Instruction.

REPORT NO.- ISBN-88315-578-8
PUB DATE- 85
NOTE- 65p.; For other documents in this series, see CS 211 010-015.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *English Curriculum; *English Instruction; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; *Novels; *Writing Instruction
IDENTIFIERS- Red Pony; Steinbeck (John)

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of the novel, this collection of materials, lessons, and activities deals with one of the most frequently taught books in New York City ninth-grade classrooms. The document begins with a general introduction to teaching the novel, including suggestions for teaching the genre to ninth-grade students. The guide next lists specific goals and objectives for ninth grade, which include an understanding of subject, setting, plot, character, theme, voice, tone and diction, imagery, and symbolism. A description of a resource unit on teaching "The Red Pony," by John Steinbeck, follows, and the unit provides information on (1) ninth-grade performance objectives; (2) enrichment activities; (3) motivation; (4) themes; (5) literary concepts; (6) literary techniques/devices; (7) writing; (8) related activities; (9) assignments; (10) follow-up enrichment activities; and (11) audiovisual material. Fifteen sample lessons centered around "The Red Pony," including an enrichment lesson and a discussion of vocabulary in context comprise the remainder of the guide. (SKC)

ED 290 151
CS 211 012

Edelman, Michael
Teaching Literature Grade 9: Integrating the Communication Arts. Poetry. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-579-6
PUB DATE- 85
NOTE- 89p.; For other documents in this series, see CS 211 010-015.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *English Curriculum; *English Instruction; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; *Poetry; Teaching Methods; Units of Study; Writing Exercises; *Writing Instruction

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry, this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth-grade classrooms. The document begins with a general introduction to teaching poetry, including specific suggestions for teaching the genre to ninth-grade students. Next is a description of a resource unit on teaching poetry, called "The Poet Observes." Details about the unit follow, including information on (1) ninth-grade goals and objectives; (2) preparatory activities; (3) motivation; (4) themes; (5) the elements of poetry; (6) reading poetry aloud; (7) writing; (8) research activities; (9) enrichment activities; (10) audiovisual materials; and (11) teaching vocabulary through poetry. A bibliography, a glossary of thoughts on poetry, 15 sample lessons concerning different types of poetry, and a vocabulary list comprise the remainder of the booklet. A list of poems appearing in the guide is included on the table of contents page. (SKC)

ED 290 152
CS 211 013

Bonnici, Charles
Teaching Literature Grade 9: Integrating the Communication Arts. The Biography. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-580-X
PUB DATE- 85
NOTE- 76p.; For other documents in this series, see CS 211 010-015.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biographies; Curriculum Design; *English Curriculum; *English Instruction; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; Teaching Methods; Units of Study; *Writing Instruction
IDENTIFIERS- *Diary of a Young Girl

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of biographies, this collection of materials, lessons, and activities deals with some of the most frequently taught biographical works in New York City ninth-grade classrooms. The document begins with a general introduction to teaching biography, including specific suggestions for teaching the genre to ninth-grade students. Next is a description of a resource unit on teaching "The Diary of a Young Girl," by Anne Frank, which lists (1) student performance objectives; (2) preparatory activities; (3) motivation tactics; (4) themes; (5) structure; (6) characterization; (7) literary techniques; (8) listening/speaking activities; (9) writing activities; (10) assignments; (11) a special note to the teacher concerning delicate issues surrounding the diary genre; (12) vocabulary; (13) comprehension questions; (14) diary assignments; (15) related activities; (16) research activities; (17) enrichment activities; (18) duration of the unit; (19) a discussion of segmented versus holistic lesson plans; and (20) lists of additional readings for students and teachers. The remainder of the booklet consists of 11 lesson plans on issues common to biographies as well as themes and issues specific to Anne Frank's diary. Two appendixes are included, one discussing a segmented approach to teaching Frank's diary, and the other consisting of a sample study guide. (SKC)

ED 290 153
CS 211 014

Bonnici, Charles; And Others
Teaching Literature Grade 9: Integrating the Communication Arts. The Short Story. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-582-6
PUB DATE- 85
NOTE- 85p.; For other documents in this series, see CS 211 010-015.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *English Curriculum; *English Instruction; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; *Short Stories; Teaching Methods; Units of Study; *Writing Instruction

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of short stories, the works dealt with in this collection of materials, lessons, and activities include some of the most frequently taught short stories in New York City ninth-grade classrooms. The document begins with a general introduction to the short story, followed by suggestions for teaching it in the ninth grade. Next is a description of the short story resource unit that lists student performance objectives, preparatory activities, motivation tactics, themes, and literature concepts that are important for the short stories covered in the unit. The remainder of the booklet consists of 16 lesson plans for short stories and their components (such as setting, characterization, and plot), followed by an evaluation of the unit. Two appendixes deal with integrating the study of vocabulary with the teaching of the short story and short story anthologies. (SKC)

ED 290 154
CS 211 015

Karabas, Gertrude; Leinwein, Rochelle
Teaching Literature Grade 9: Integrating the Communication Arts. Drama. Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-581-8
PUB DATE- 85
NOTE- 72p.; For other documents in this series, see CS 211 010-014.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Drama; *English Curriculum; *English Instruction; *Grade 9; Integrated Curriculum; Junior High Schools; *Literature Appreciation; Readers Theater; Reading Instruction; Reading Skills; Teaching Methods; Theater Arts; *Writing Instruction
IDENTIFIERS- *Drama in Education; Raisin in the Sun

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of the drama in the classroom, this collection of materials, lessons, and activities deals with one of the plays most frequently taught in New York City ninth-grade classrooms. The document begins with a general introduction to teaching drama, including ninth-grade goals and objectives, and discussions of teaching drama as both literature and theater, and developing skills in playreading. Worksheets containing techniques for playreading and a checklist of questions for readers of plays are presented next. Material on approaches to teaching drama and on using drama to teach reading skills follows. Next is a description of a resource unit on teaching the play, "A Raisin in the Sun," by Lorraine Hansberry, which includes information on (1) ninth-grade performance objectives; (2) themes; (3) preparatory activities; (4) a classroom critics' checklist worksheet; and (5) a worksheet entitled "Guidelines for Classroom Drama Critics." Fourteen sample lessons centered around "A Raisin in the Sun" and a final worksheet on readers theater comprise the remainder of the guide. (SKC)

ED 290 155
CS 211 016

Perkins, Kyle
A Proposed Research Program for ESL Composition Evaluation.
PUB DATE- Nov 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Error Analysis (Language); Evaluation Criteria; Higher Education; Interrater Reliability; Reading Research; *Research Needs; *Research Projects; Test Reliability; Writing Apprehension; *Writing Evaluation; *Writing Instruction; Writing Research; Writing Skills

Based on the premise that composition skills and their evaluation are crucial to the educational process, this paper presents a tentative research program for conducting future English as a second language (ESL) composition evaluation studies. The program developed in the paper covers the following topics as areas which merit further rigorous investigation in ESL composition evaluation: (1) the types of possible reading analyses; (2) the various methods of estimating the reliability of composition ratings; (3) the effects of the different purposes of writing elicited during the testing process; (4) the measurement properties of the rating scales; (5) the estimation of rater effects; (6) the number and the nature of the constructs underlying writing ability; (7) the assessment of errors; (8) the role of writing apprehension in composition assessment; and (9) the need for systematic, replicable analyses of the composing process. After a discussion of the two most commonly used methods of evaluating compositions--holistic scoring and analytical scoring--the paper concludes by noting that although it may be neither feasible nor practical to investigate all of the topics proposed, the results of the proposed studies could augment and enhance an increasing body of ESL composition pedagogy. A list of 35 references and 4 figures conclude the paper. (SKC)

ED 290 156
CS 211 017

Hawkins, Mary Louise; Marshall, Jon C.
Evaluating a Writing Program, Grades 3-12.
Ferguson-Florissant School District, Ferguson, Mo.
PUB DATE- 81
NOTE- 40p.; Contents of this publication were developed under a grant from Title II Basic Skills, Department of Education.
AVAILABLE FROM- Ferguson-Florissant Writers Project, c/o Mary Ann Croddy, Director, 1005 Waterford Drive, Florissant, MO 63033 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Holistic Evaluation; Program Descriptions; *Program Evaluation; *Teaching Methods; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Bay Area Writing Project

Based on a writing program evaluation project that took place in the Ferguson-Florissant School District in suburban St. Louis, Missouri, this booklet provides administrators and policymakers with a plan for evaluating their own writing programs and also provides results of the Ferguson-Florissant evaluation. The first chapter contains introductory material on the importance of writing as a basic skill for young people, and describes the background and development of the writing program, which was based on the Bay Area Writing Project. The assessment project's methodology is spelled out in the second chapter, while the third chapter focuses on the research design and analysis. In the fourth chapter, the sampling procedures are described, while issues and procedures for data collection are emphasized in the fifth chapter (particularly holistic scoring methods). The sixth chapter explains how the data--six essays by each participating student--were prepared for scoring; the seventh chapter includes details of how the data were actually scored. Data analysis methods and the results of the Ferguson-Florissant study are contained in the eighth chapter, which reveals that students of teachers trained in the Bay Area Writing Project Model obtained the highest mean scores. The final chapter contains concluding remarks about the program's success, including seven principles about writing program evaluation. (SKC)

ED 290 157
CS 211 018

Kruse, Janice, Comp.
Classroom Activities in Thinking Skills.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Sep 87
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cognitive Processes; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; *Logical Thinking; Peer Relationship; Problem Solving; *Teaching Methods
IDENTIFIERS- *Thinking Skills

Intended as a resource for teachers of grades four and up who are eager to improve their students' thinking skills while teaching their regular curriculum, this booklet contains activities that can be used to teach a new concept or to review a previously taught skill. Following an introduction, the topics of the chapters of the resource guide and the activities included in each are as follows: (1) basic thinking skills (overlooking the familiar, items in sequence, gossip game, remembering, misinterpreted actions, eyewitness reporting, and geometric puzzle); (2) critical thinking (statement bee, what's my value, conflict skits, clearing up conflicts, when the cheapest food was best, catching a cold, and social assumptions); (3) creative thinking (what is an ecotect?, inventions, using materials creatively, new and different thinking, and what if...); (4) problem solving (detectives, sabotage, problem posing, jumping to conclusions and assumptions, puzzling problems, static electricity, paper planes, memory, performing tests, how high?, problem finding, and brainstorming solutions); and (5) decision making (pressure on the witness, to tell the truth, you be the judge, consumer research, and food shopping blues). All activities are coded for subject appropriateness, including art and health/family living. (SKC)

ED 290 158
CS 211 019

Upton, James
Beyond Correctness: Context Based Response from the Writing Center.

PUB DATE- [87]
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Secondary Education; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Laboratories; Writing Skills; Written Language
IDENTIFIERS- Writing Coaches; *Writing Contexts; Writing Development; Writing To Learn

In order for students to be helped effectively to complete their writings successfully, writing centers in schools need to become more adept at "context based response." That is, writing centers need to focus not just on clarity and correctness of writing but also on the content of the assignment that students are working on. This type of response demands much of the writing center personnel, especially of student tutors, but providing such a response greatly increases the value of the writing center services, helps to promote the use of writing-as-learning activities, and improves the quality of student writing and learning. (Copies of several writing assignment worksheets and a reader evaluation sheet, as well as guidelines and suggested uses for these, are appended. Suggestions for the use of these exercises by student tutors are also included.) (JK)

ED 290 159
CS 211 026

Deluzain, Edward
The Use of Holistic Scoring in Program Evaluation.
PUB DATE- Mar 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on Writing Assessment (2nd, Tallahassee, FL, March 7-9, 1984). For a related document, see CS 211 027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Educational Diagnosis; *Evaluation Methods; High Schools; *Holistic Evaluation; *Program Evaluation; Scoring; Skill Analysis; Student Evaluation; Writing (Composition); Writing Evaluation; Writing Research
IDENTIFIERS- Florida

In addition to determining students' writing proficiency, holistic writing scores obtained through a standardized evaluation provide useful data in making value judgments concerning various aspects of high school writing programs. In a cross-sectional study using holistic scoring, average scores of groups of students can be compared, and the results can identify strengths and weaknesses in course content and standards set for students by teachers. At Mosley High School in Florida, for example, results indicated that the writing performance of students enrolled in writing courses was lower than the performance of students in literature courses. After analyzing these results, a more extensive reading program was instituted in the writing courses in order to improve students' reading, thinking, analyzing and interpretive skills. However, when the scores for accelerated students indicated no greater rate of improvement between grades than for the other tracks (regular and basic), teachers changed their expectations for accelerated students, making the courses more demanding. Complete objectivity is necessary for this type of program evaluation, and caution is needed when choosing outside evaluators, to insure accurate assessment. (MM)

ED 290 160
CS 211 027

Deluzain, Edward

The Holistic Writing Assessment Program of Mosley High School.

PUB DATE- May 83
NOTE- 39p.; For a related document, see CS 211 026.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Administration; Educational Diagnosis; *Evaluation Methods; High Schools; *Holistic Evaluation; *Program Evaluation; Scoring; Skill Analysis; Student Evaluation; Writing (Composition); *Writing Evaluation; Writing Research
IDENTIFIERS- Florida

Addressing the need to develop an evaluation system that assesses the effectiveness of a writing program on students' performance, the Holistic Writing Assessment Program of Mosley High School (Florida) was devised to ascertain and document the extent to which improvement occurred in students' compositions. On a designated day in the semester, all students wrote an essay on an assigned topic (1,112 usable pieces of writing were collected). A committee of three English teachers then read and randomly selected some compositions as "anchor papers" to define six scoring categories from best to worst. These papers were used along with a rubric (general descriptions of each category) to guide the scoring of the remaining compositions. Other English teachers were trained in the scoring process, and under the supervision of the committee members, scored the papers holistically. At Mosley, writing ability was shown to improve every year, with a clear differentiation in the writings of the ability-based tracks (accelerated, regular, and basic). The results of the writing evaluation were used in making decisions regarding curriculum, instructional materials, placement of students, and assignment of personnel. Recommendations included giving increased attention to the writing curriculum of accelerated students, and experimenting to determine the optimum mixture of curriculum components (literature, grammar and mechanics, vocabulary, and composition). (Ten tables of data are included, and references and directions sheets for teachers and students are appended.) (MM)

ED 290 161
CS 211 028

Teale, William H.; Martinez, Miriam G.
Connecting Writing: Fostering Emergent Literacy in Kindergarten Children. Technical Report No. 412.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 28p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Classroom Environment; Cognitive Development; Creative Dramatics; Creative Expression; Creative Writing; *Kindergarten; Literacy; Primary Education; *Reading Writing Relationship; Student Writing Models; *Writing Instruction; *Writing Skills
IDENTIFIERS- Childrens Writing; *Emergent Literacy

Based on the perspective on childhood literacy which assumes that listening, speaking, reading, and writing abilities develop concurrently and interrelatedly rather than sequentially, a kindergarten literacy program was implemented in classrooms in San Antonio, Texas, to influence young childrens' writing development. Writing was linked with other activities in the childrens' lives and with other subject areas in the curriculum, and these connections included: (1) using writing for functional purposes (for example, writing to pen pals, creating shopping lists and menus); (2) linking writing with reading, which involves students reading their written work aloud; and (3) connecting writing with children's literature through various response activities (creative dramatics, artwork, imitative writings). Connecting kindergarten writers with each other is another important factor in beginning writing development. (Student writing samples, a chart analyzing writing systems before and after creative dramatics, and an extensive list of references are appended.) (MM)

ED 290 162
CS 211 030

Ridley, Cheryl
Great Expectations for "Great Expectations."
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Instruction; *English Literature; *Literature Appreciation; *Novels; *Reading Attitudes; *Reading Interests; Secondary Education; Teacher Role; Teaching Methods; Units of Study
IDENTIFIERS- *Dickens (Charles); *Great Expectations

Designed to make the study of Dickens' "Great Expectations" an appealing and worthwhile experience, this paper presents a unit of study intended to help students gain (1) an appreciation of Dickens' skill at creating realistic human characters; (2) an insight into the problems of a young man confused by false values and unreal ambitions and ways to apply this insight to their own worlds; (3) an understanding of the social and historical background of 19th century England and its relation to the novel; and (4) an enjoyment of a well-constructed plot and the mystery and surprise it involves. The unit includes objectives, lecture material, handouts, discussion questions, tests, long term project ideas, and a bibliography of readings. (FL)

DOCUMENT RESUME

ED 290 163
CS 211 031

Raines, Helon Howell
Writing Programs in the Two-Year School: The Center Holds.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Council of Writing Program Administrators (Logan, UT, August 5-7, 1987) and at the Annual Meeting of the Rocky Mountain Modern Language Association (October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Program Content; Program Effectiveness; Teaching Methods; Two Year Colleges; *Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- Casper College WY

Drawing upon information gathered in a survey of eight two-year colleges and one four-year college, this paper discusses the status of writing within the two-year college system. Following introductory remarks, the paper gives a brief profile of one two-year college, Casper College in Wyoming, including data about its background, curriculum, faculty, support services, openness to experimentation, and administration. The paper next compares Casper College with the other schools surveyed, revealing more similarities than differences in faculty, support services, and curriculum. It indicates that most of the schools have writing programs that consist of two levels of composition, along with a basic writing course or advanced writing course, and that all had other courses such as technical or creative writing. The paper then compares school administrations, finding that most of the schools have few administrators and that many of the administrators also teach. An explanation of why this is so follows, with a discussion of the advantages and disadvantages of the situation. The paper concludes with the observation that writing programs in the two-year college are healthy and continuing, and then discusses the effect of such writing programs on university programs. (FL)

ED 290 164
CS 211 032

Anderson, David B.

Writing as Skills, Fine Arts, or Humanities: Implications for the Writing Center.

PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwest Writing Center's Conference (Minneapolis, MN, October 23-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; English Instruction; Higher Education; *Humanities Instruction; Integrated Curriculum; Teacher Role; *Writing Instruction; *Writing Laboratories; Writing Skills

Writing is a methodology for learning and for disseminating that learning. It is the primary methodology for learning in the humanities. However, for many people both inside and outside the discipline of English, writing is something less--a skill to be taught and kept separate from "English" or the humanities. To legitimize writing as a humanist study and to reassert its logical connection with the entire English program, it is necessary for the profession to find, in William Irmscher's words, a "comfortable identity" for the composition teacher that depends on making use of literary and critical values in continuing research in composition. To this end, members of the profession need to address the following questions: (1) What is writing as humanities? (2) Should writing programs and centers be English department programs? and (3) What specific practices of writing centers suggest this humanities emphasis? (FL)

ED 290 165
CS 211 033

Allcorn, Mary
Onsite Survey of Five Journalism Libraries.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Libraries; Higher Education; *Journalism Education; *Library Collections; *Library Facilities; *Library Services; Library Surveys
IDENTIFIERS- *Journalism Libraries

Data gathered during visits to libraries associated with five major university programs in journalism and mass communication in the United States are summarized in this report. The report contains information about the collections, services, and facilities of the following university libraries: (1) University of Illinois Communications Library, Urbana; (2) Northwestern University Library at Evanston, Illinois; (3) Weil Journalism Library at Indiana University, Bloomington; (4) Columbia University Journalism Library, New York City; and (5) University of Florida Library, Gainesville. (FL)

ED 290 166
CS 211 037

Reynoso, Wendy Demko

Blacks, Hispanics, and Asians in the English Classroom: A Linguistic Approach to a Problem.

PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Blacks; *Error Analysis (Language); Hispanic Americans; *Nonstandard Dialects; Reading Writing Relationship; *Teacher Student Relationship; Writing (Composition); *Writing Difficulties; *Writing Evaluation; Writing Improvement; Writing Skills
IDENTIFIERS- Nonnative Speakers

In teaching standard English to non-native students or students with different dialects, teachers must gain the students' trust by demonstrating an egalitarian attitude toward all dialects, and by explaining that the acquisition of a new dialect does not require rejection of the old one. Also, in order to teach written English effectively to non-native speakers and speakers of different American English dialects, teachers must understand the most common areas of divergence between standard and non-standard English, thereby enabling them to diagnose, identify and prescribe solutions for student errors. By assigning diagnostic essays, teachers can identify students' abilities and note the specific features that need adjustment. First, students are divided into two categories: English as a second language/dialect different (ESL/DD), and basic writers. Writing can then be taught as a four stage process: prewriting, writing, rewriting, and proofreading. Basic writers concentrate on immersing themselves in standard written English (newspapers, magazines, novels) and reciting passages of standard English while listening to the syntax. ESL/DD students also read, recite, transcribe and memorize, but with a focus on specific grammar points, such as the use of articles and prepositions, word endings, and word inflections. Students record the types of errors made in their essay, which reinforces the concept of proofreading, and provides them with a progress chart for each essay. (A handout on common areas of divergence, a progress chart, and recommended student readings are appended.) (MM)

ED 290 167

CS 211 040

Plattor, Emma
Collaborative Action Research in Listening: Staff Development and the Teaching of Oral Language.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the International Oracy Convention (Norwich, England, April 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Research; *Cognitive Processes; *Cooperative Planning; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Instructional Development; *Listening Comprehension; Listening Skills; Models; Student Role; Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Calgary Inquiry Listening Project; Canada

Although the teaching of listening has been mandated in Alberta, Canada for nearly ten years, little assistance has been available to help teachers develop effective instructional strategies for teaching the subject. This paper describes the Calgary Listening Inquiry Project (CLIP), a collaborative action research project currently functioning in Calgary, Alberta, which is designed to provide teachers with an opportunity to expand their knowledge in the field of oracy and to improve their practice in the teaching of listening. The paper first presents an overview of listening and listening instruction both past and present, noting that although there remains a dearth of material of this nature at the present time, it is clear that strategies and activities can be designed to teach listening skills. Action research as a staff development model is discussed next, and the Calgary Listening Project is then described, including its objectives, development, and implementation. Finally, the role of students as active collaborators in the project is exemplified in an excerpt of student comments about themselves and others as listeners, revealing their understanding of the relationship which exists among listening ability, personal satisfaction, and skill development in school. A listening profile is appended, and references are attached. (NH)

ED 290 168
CS 211 041

Duncan, Verne A.
English Language Arts Comprehensive Curriculum Goals: A Model for Local Curriculum Development.
Oregon State Dept. of Education, Salem.
PUB DATE- Oct 87
NOTE- 176p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English Curriculum; *Integrated Curriculum; *Language Arts; *Outcomes of Education; Program Implementation; State Curriculum Guides; Teaching Models
IDENTIFIERS- Curriculum Standards; *Curriculum Theories; Oregon Action Plan for Excellence

Designed as a model to demonstrate one way in which English language arts common curriculum goals can be extended throughout grades K-12, this document is the integated work of English language arts educators and curriculum specialists. Following an introduction that outlines the steps necessary to adapt the model to fit local needs, the first part of the document provides a timeline and guidelines for a three-year implementation period for grades K-12. The major portion advances two statements of purpose: (1) students will use listening, reading, and literature skills to understand and appreciate human experiences to share cultural commonalities and differences; and (2) students will use writing and speaking skills in a variety of modes of communication and self-expression. Specific learning outcomes follow each goal; 17 outcomes follow the first statement, and 22 outcomes follow the second. The document does not provide instructional strategies, but instead shows a sequential development of outcomes. The guide concludes with a glossary of terms and a list of information sources. (NH)

ED 290 169
CS 211 043

Folkes, Florence; And Others
Teaching English as a Second Language in the Elementary School. No. 63.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-2280-20; ISBN-0-88315-785-3
PUB DATE- 86
NOTE- 230p.
AVAILABLE FROM- Curriculum Editorial and Production Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Cultural Context; Curriculum Development; Elementary Education; *Elementary School Curriculum; *English (Second Language); Holidays; *Instructional Materials; Language Teachers; *Pattern Drills (Language); *Second Language Instruction; Songs; Substitution Drills; Teaching Guides; Teaching Methods; Textbooks
IDENTIFIERS- *Nonnative Speakers

In addition to discussions on language structure, lesson structure, sentence patterns, and oral pattern drills, this curriculum guide presents specific lesson plans for various subject areas--social studies, mathematics, science, music, and culture--for English as a Second Language (ESL) in elementary schools. The guide begins with a section on the structure of the English language that includes instructions for teaching sentence patterns, and teaching and understanding English function and content vocabulary. In the following section on the structure of the language lesson, class organization is discussed, and the lesson procedure is outlined in detail, with illustrated examples of language practice techniques. The next section provides nine lessons for the sequential development of a series of sentence patterns. Several samples of oral pattern practice are presented in the succeeding section, including repetition, substitution, replacement and transformation drills. Social Studies ESL lessons are provided for Pre-K-2, and grades 3-6, including lessons on the Far East, Marco Polo, and Puerto Rico. The mathematics lessons discuss telling time, weighing objects, and cardinal numbers, and the science section includes lessons on animal life, weather, and glaciers. In addition to sample lesson plans, the next section on teaching ESL through songs provides techniques for selecting and teaching songs. The final section on cultural awareness presents various methods for developing cultural insights, and gives lesson plans for several holidays, including Pan American Day, Martin Luther King Day, and Columbus Day. (MM)

ED 290 170
CS 211 046

Spinner, Bettye T.
Re-Vision: The Student as Poet.
PUB DATE- Nov 86
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; High Schools; Literature; *Poetry; Student Attitudes; Student Writing Models; Teacher Attitudes; Teaching Methods; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Author Text Relationship; Rhetorical Theory; Rich (Adrienne)

Intended to provide teachers of poetry with both inspiration and teaching advice, this paper explains how one teacher developed a method for teaching poetry successfully in high school. The first part of the paper consists of an autobiographical fragment describing how the teacher used free time to begin seriously writing poetry, as well as how the poetry writing inspired her to read poetry more and learn more about it. This autobiographical section also describes how the teacher took this zeal into her classroom to the point where she inspired an all-male remedial class to take pride in their own poems. The second section of the paper deals with the literary theory underlying the teacher's pedagogical approach, which is derived from psychology and from Adrienne Rich's views of writing as re-vision. The methodology presented stresses a "hands on" approach to poetry. The paper's third section presents the rhetorical theory that underlies the approach advocated in the paper, which contends that the act of writing impinges directly upon learning. A list of the 17 references for the preceding text is next, followed by appendixes on the following topics: (1) poetry workshop guidelines; (2) instructions for student samples of formula poetry, metaphorical poetry, paradox poetry, poetry from photographs, and poetry based on the Classics; and (3) a list of seven useful references for poetry teachers. (SKC)

ED 290 171
CS 211 047

Davies, Anne
Children's Names: Landmarks for Literacy?
PUB DATE- [87]
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Foreign Countries; *Handwriting; *Literacy; Primary Education; *Writing Instruction; Writing Processes; *Writing Readiness; Writing Research; *Writing Skills
IDENTIFIERS- Canada; *Personal Names; Writing Development

The relationships between the understandings children develop while learning the written form of their own names and those developed while learning other words were examined in a study. Twelve children, aged three, four, and five, were selected. The study involved three tasks which examined the subjects' expertise with letters, numbers, and the written form of their own names, the understandings they held relative to their own names, and with regard to two other words. Results indicated that children did not treat their own names as unique words in terms of letter order and word size. This study calls into question the view that learning the written form of one's own name is a unique case of written language learning. It would appear that when children are able to write their own names in standard form they may also be able to exhibit very sophisticated understandings about words in our written language system. (Eleven references and six figures are appended.) (Author/SKC)

ED 290 172
CS 506 000

Jagerman, Helen J.
Directions in Drama Education: A Progress Report.
PUB DATE- Nov 87
NOTE- 31p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aesthetic Education; Creative Dramatics; Curriculum Development; *Drama; Educational Research; Elementary Secondary Education; Higher Education; Teacher Education
IDENTIFIERS- Drama in Education

Despite the importance that the study of drama can have in the education of a well-rounded student, the lack of formal education among drama teachers and the elective status of high school arts courses give drama education a reduced position in the curriculum. A study examined five areas of research and opinion on drama education: (1) the ideology of drama education; (2) the teaching strategy known as creative dramatics; (3) the value and content of theatre curriculum; (4) teacher training in drama education; and (5) the current status of drama education in the United States. Findings indicated that arts education is an acceptable cognitive course of study for all children and helps develop concept formation, creativity, perception, and decision-making skills. (A glossary of terms and an annotated bibliography divided into sections on ideology, creative dramatics, theatre classics, teacher training, and current status of drama education is included, and 28 references are attached.) (ARH)

ED 290 173
CS 506 002

Bozik, Mary
Critical Thinking through Creative Thinking.

PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Cognitive Processes; Cognitive Style; Communication Research; *Creative Thinking; *Creativity; *Critical Thinking; Higher Education; Learning Processes; Learning Theories; Logical Thinking; Metacognition; Secondary Education; Speech Communication; *Speech Instruction; *Teaching Methods

While there has been much debate about defining and teaching critical thinking, little discussion has occurred regarding the connection between critical thinking and creative thinking, especially in relationship to teaching speech communication. While it was once thought that creativity is something that some are born with and some are not, recent research has found that creativity can be fostered like any other thinking skill. Findings have revealed that mastering any kind of knowledge requires both creativity and critical skills, while early stages of learning require simple memorization of rules. Both the "soft" thinking behaviors of creative thinking (such as dreams and fantasies) and the "hard" behaviors of critical thinking (such as reason and reality) are needed to solve complex problems. Thus, to encourage creative as well as critical thinking in speech classes, educators must take care to create classroom environments conducive to both kinds of thought. A nonthreatening atmosphere, emphasis on communication, and liberal doses of humor all support higher level thinking skills. A system of motivating rewards (for instance, showing how learning a skill connects with the students' lives) is also beneficial. Positive teacher attitudes, a belief that students can foster their own learning, and encouragement of classroom communication are other ways to help speech communication students develop creative and critical thinking skills. (SKC)

ED 290 174
CS 506 003

Dawson, Pamela J.; Spitzberg, Brian H.
Improving Communicative Competence: Validation of a Social Skills Training Workshop.
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; *Interpersonal Communication; *Interpersonal Competence; *Program Effectiveness; Remedial Programs; Speech Communication; Test Validity; Training Methods; *Workshops
IDENTIFIERS- Conversational Skills Rating Scale; Simulated Social Interaction Test

The effectiveness of a social skills training workshop was assessed by comparing the rated competence of participants in an Interpersonal Skills Training Program to the rated competence of nonparticipants. Subjects' self-ratings were included. This comparison was operationalized through a pretest-posttest design with 12 experimental and 22 control subjects. The assessment instruments consisted of Spitzberg and Hurt's (1987) Conversational Skills Rating Scale (CSRS) and Curran's (1982) Simulated Social Interaction Test (SSIT). Two rating judges were utilized. Results, although modest, are in the expected direction. Assessment of competence with the CSRS failed to reveal any significant improvement in the experimental group relative to controls. However, the SSIT did reveal significant improvement of the rated skills and anxiety of experimental subjects while the control group showed no significant improvement. In addition to assessing the effectiveness of the training program, this study sought to establish further validity support for the CSRS. As expected, the CSRS revealed a positive correlation to SSIT ratings. (Author)

ED 290 175
CS 506 004

Thongprayoon, Boonchan; Hill, L. Brooks
U.S. Media and Thai Society.
PUB DATE- 6 Nov 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; College Students; *Cultural Influences; Foreign Countries; Higher Education; Life Style; *Mass Media Effects; Media Research; Need Gratification; Popular Culture; Public Opinion; Radio; Social Values; Sociocultural Patterns; Television
IDENTIFIERS- Media Exposure; *Media Role; Media Use; Thailand; *Thai People

A study investigated the effects of U.S. mass media on three dimensions of Thai society: lifestyles, social problems, and value conflict. A total of 100 two-part questionnaires were distributed to Thai students at southwestern public universities in the United States. Forty males and 28 females, whose lengths of stay in the United States varied from 2 months to 15 years, returned usable questionnaires. Subjects were asked to indicate their degree of concern for changes in the three dimensions, as well as to rank the five types of mass media--radio, TV, film, newspapers and magazines, and videocassettes--according to their effects on Thai society. Results indicated that respondents believe U.S. mass media has affected Thailand's lifestyles most, and had lessen effects on social problems and value conflict. Results also showed that the longer the respondents stayed in the United States, the less they perceived the impact of U.S. mass media, and that females were more concerned about the effects of mass media than males. Finally, both sexes ranked television as the most important media, but males believed that videocassettes ranked second in importance, while females ranked them as least important. Although the study should be replicated with respondents who are not liberal Bangkok residents (as most in this study were), it does suggest that U.S. mass media is having a sizeable impact on Thai society, and almost every facet of Thai society is currently integrating Western values. (Five tables, four pages of references, and copies of the questionnaire in English and Thai are included.) (JC)

ED 290 176
CS 506 005

Weaver, Richard L., II; Cotrell, Howard W.

Destructive Dialogue: Negative Self-Talk and Effective Imaging.

PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; *Coping; Daily Living Skills; Individual Power; *Self Concept; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- Communication Strategies; *Destructive Dialogue; *Imaging; Intrapersonal Communication

Destructive dialogue, originating from frustration and disappointment, is an intrapersonal process that always involves a person in a relationship to others and that can be defined as inner talk cast in a negative tone. It is so powerful, influential, and pervasive that it can affect all aspects of a person's life and become a self-fulfilling prophecy. The way the mind and body function can be changed by becoming aware and gaining control of the process. Control of negative inner dialogue results from using effective intervention or coping strategies, such as: awareness, labelling, shifting control of circumstances to ourselves, and positive imaging (the process of creating material pictures in the mind which can be scanned as people would scan real events in their environment). Several other intervention strategies can be used in combination with imaging: reframing, acquiring a confidant to share ideas, providing an excuse to change, mentally shooting the source, using self-help books, learning something new, and obtaining professional help. (Thirty-three references are attached.) (JK)

ED 290 177
CS 506 006

Schwartzman, Roy
The Rhetorical Force of History in Public Argument.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Educational Philosophy; *History; Language Usage; Mythology; *Persuasive Discourse; Public Speaking; *Rhetorical Criticism; Social Action; *Verbal Communication
IDENTIFIERS- Audience Awareness; Discourse Aims; Historians; Historical Methods; *Historical Rhetoric; Rhetorical Effectiveness; Rhetorical Stance; Rhetorical Strategies; *Rhetorical Theory

The rhetorical functions of history depend on the domain in which history is used, with no connotations of interpretive priority attaching to the social or the academic realm. The appropriation of history in support of social causes as radically opposed as socialism and fascism fuels the temptation to subsume history under ideology, with the result that history is "relativized" as whatever interpretation of past events supports a particular cause. History when used as a warrant in public argument is immensely authoritative, acquiring a mythic character when divorced from factual evidence. The fact that history can by used to suit almost any purpose demonstrates how interpretive latitude allowed by uncontested terms (which are not amenable to logical dissection) can instigate widespread adherence to the principles these terms embody. Quarrels among academic historians regarding interpretation indicate that historians themselves do not use history consensually. History in public argument is not simply true--it is truth--and as an argumentative warrant provides a point for building consensus around argumentative claims. However, rhetors who advocate a position ordained by history could escape from moral responsibility, since the argument is not theirs but that of history. It would be well to remember that the power of history is no more the property of a single cause or ideology than truth is the exclusive possession of only one person. History deserves a place in public argument, but it is not the last word. (Extensive references are attached.) (NKA)

DOCUMENT RESUME

ED 290 178
CS 506 007

Thorpe, Judie Mosier
Lee Iacocca and the Generation of Myth in the Spokesman Advertising Campaign for Chrysler from 1980-1984.
PUB DATE- Nov 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). For a related document, see CS 506 008.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; Advertising; Business; *Commercial Television; Communication Research; Marketing; *Mythology; *Organizational Communication; *Television Commercials; Television Research
IDENTIFIERS- American Dream; *Chrysler Corporation; Heroes; *Iacocca (Lee)

Applying knowledge of myth to the milieu of commercial television programming, this paper focuses on the way myth was generated in an advertising campaign that featured Lee Iacocca, chief executive officer of Chrysler Corporation, during the period of 1979-1982, when Chrysler moved from the edge of bankruptcy to financial stability. After providing an overview of the topic of myth, the paper examines the messages in the Iacocca advertisements and shows that the underlying theme of each was that Chrysler was fighting to save the American Dream and that Iacocca was leading that fight. The paper next analyzes how Iacocca emerged as an American hero as a result of the myth perpetuated by his media image. Finally, it argues that the generation of myth in the spokesman advertisements has provided the United States with a new myth, the restoration of the American Dream, as well as support for the notion that modern media can help further the study of myth from an ancient perspective to a modern format. (The paper includes a table summarizing the content of the Iacocca commercials and a three-page bibliography.) (FL)

ED 290 179
CS 506 008

Thorpe, Judie Mosier
The Rhetoric of Corporate Survival: The Arguments Lee Iacocca Used to Secure Government Bailout.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). For a related document, see CS 506 007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Business; Communication Research; *Communication Skills; Credibility; *Discourse Analysis; Federal Government; Financial Problems; *Government Role; Language Usage; Organizational Communication; *Persuasive Discourse; *Rhetoric; Rhetorical Criticism
IDENTIFIERS- *Chrysler Corporation; Government Business Relationship; *Iacocca (Lee); Toulmins Model

Using Toulmin's model of argument as its methodology, this paper analyzes the arguments employed by Lee Iacocca, chief executive officer of Chrysler Corporation, to persuade the United States Congress to provide backing for loans necessary for the corporation's financial survival in 1979-1980. After delineating the three main claims made by Iacocca (the government should help Chrysler, the government should provide loan guarantees for the corporation, and the government should guarantee such loans) and the data used to back those claims (federal regulations caused Chrysler's problems, the corporation was the major employer for thousands of workers, and the government had previously guaranteed loans to other corporations), the paper employs W. Brockriede and D. Ehninger's methodolgy to show how Iacocca advanced his argument by means of rhetorical lines of proof. The paper then examines the communication strategies Iacocca used before the House Committee on Banking, Finance, and Urban Affairs to assure the loan guarantees, concentrating on the claims, data, and warrants of his three major arguments. The final section of the paper looks at the perceived effect of Iacocca's strategies, showing how his ability to press his argument contributed to the survival of Chrysler Corporation. The paper includes 11 references. (FL)

ED 290 180
CS 506 009

Larson, Harold; And Others
Graduate Communication Programs: Are They Justified?
PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Western Communication Educators Conference (Fresno, CA, November 14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Educational Needs; *Educational Trends; *Graduate Study; Higher Education; *Program Content; Program Effectiveness; *Speech Communication; Speech Curriculum; *Speech Instruction; Student Needs

Noting that most graduate study in communication consists of specialization within the broader field, this paper argues that graduate level communication programs are not only justifiable but also are mandatory if students of communication are to advance much beyond the practitioner stage. The first section of the paper, "Graduate Communication Programs: Are They Justified?" argues that graduate programs are the only viable method of providing the interaction among knowledge of procedure, understanding of principle and theory, and appreciation of the philosophical places and relationships involved in and around the discipline, which are essential for those in positions of decision making, supervision, and management. The second section of the paper, "Some Background about Graduate Programs," provides data related to enrollment and curriculum, as well as to career opportunities for communication graduates. The third section of the paper, "What some Universities Are Offering in Graduate Programs," analyzes a number of university programs across the United States, concluding that major changes are underway in communication programs throughout the nation. (FL)

ED 290 181
CS 506 010

Berteotti, Carol R.; And Others
Problems Associated with Coordination and Role Definitions in Health Care Teams: A Hospice Program Evaluation and Intervention Case Study.
PUB DATE- Nov 87
NOTE- 60p.; Paper published at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; *Communication Problems; Communication Research; Health Personnel; *Hospices (Terminal Care); Hospitals; *Interpersonal Communication; Interpersonal Competence; *Program Effectiveness; *Program Evaluation; Program Improvement; Volunteers; Work Attitudes
IDENTIFIERS- *Health Care Teams

Using an evaluation of a hospital-based hospice as a case study, this paper analyzes problematic issues surrounding health care teams (HCTs) in light of findings revealed in the literature concerning HCT structures and processes. The factors of coordination and role definitions in HCTs and their manifestations in a particular hospice HCT in terms of both interpersonal dynamics and structural constraints are discussed. This is followed by a review of external and internal efforts that were undertaken to improve the hospice's HCT, including the creation of a three-stage intervention program recommended by the program evaluators. (Author/FL)

ED 290 182
CS 506 011

Prentice, Diana B.; Carlin, John
The Stages and Functions of Communication in Ballot Issue Campaigns: A Case Study of the Kansas Campaign for Liquor by the Drink.
PUB DATE- Nov 87
NOTE- 54p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; Case Studies; Communication Research; *Communication Skills; *Language Usage; Persuasive Discourse; Political Campaigns; *Political Issues; Public Opinion; Public Policy; State Legislation
IDENTIFIERS- *Kansas

Arguing that state and local political issue campaigns warrant increased attention from communication scholars, this paper presents a rationale for analysis of issue campaigns, develops a framework for organizing and analyzing such campaigns, and applies the framework to an analysis of the 1986 campaign for the sale of liquor "by the drink" (no packaged liquor sold) in Kansas. Following a brief introduction and discussion of campaign issues as opposed to images, the paper provides a descriptive analysis of the stages and functions of communication in issue campaigns resulting in direct balloting by voters. It then looks at communication functions in issue campaigns, specifically addressing the functions of education, trust development, development of a positive message, and the neutralization of the opposition. The remainder of the paper is devoted to a detailed case study of the Kansas campaign for liquor by the drink in which the various communication functions are emphasized. After outlining the history of liquor laws in the state, the paper reviews communication in the preballot approval stage of the campaign, the ballot approval stage, and the election. In addition to extensive notes, the paper also includes a variety of materials used in the case study analysis, including a copy of a speech by the governor of the state in favor of the issue and copies of materials used by proponents of the issue. (FL)

ED 290 183
CS 506 012

Dick, Robert C.
ARAMCO Education: Teaching Speech Communication to a Sub-Culture in Saudi Arabia.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the World Communication Association Convention (Norwich, England, August 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; Course Content; Cultural Awareness; *Cultural Differences; Foreign Countries; *Intercultural Communication; *Islamic Culture; *Speech Communication; *Speech Instruction
IDENTIFIERS- *Saudi Arabia

Based on experiences gained by an educator from Indiana University who taught a speech communication course in Saudi Arabia, this paper details the adaptations the educator had to make in order to teach Arabian American Oil Company (ARAMCO) employees and their spouses in the politically difficult period of 1981-82. Following a brief background sketch of ARAMCO and the diverse population enrolled in the class, the paper discusses the cultural context of the class, specifically the influence of the Islamic religion. The paper next reviews the adaptations in textbook material necessitated by cultural demands, and the difficulties involved in conducting classroom critiques of student performances. This is followed by discussions of cultural differences in thought processes, speaker credibility, speaker style and delivery, and ideas of censorship. The paper concludes with a brief review of the events that have taken place in Saudi Arabia since 1982. (FL)

ED 290 184
CS 506 013

Kearney, Patricia; And Others
Experienced and Prospective Teachers' Compliance-Gaining Message Selections on "Common" Student Misbehaviors.
PUB DATE- Nov 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Behavior Problems; *Classroom Communication; Classroom Environment; *Classroom Techniques; Communication Research; Comparative Analysis; *Discipline; Elementary Secondary Education; Preservice Teacher Education; Sex Differences; Student Attitudes; *Student Behavior; Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Experience; Verbal Communication
IDENTIFIERS- *Behavior Alteration Techniques

Recognizing that inexperienced teachers may differ substantially from experienced teachers in their perceptions of student control, a study examined both preteachers' and experienced teachers' strategy selections when confronted with student misbehavior scenarios that reflected particular situational determinants. Subjects, 522 prospective and experienced elementary and secondary school teachers enrolled in communication classes in large eastern and western universities, completed a survey that included four student misbehavior scenarios. Respondents selected those strategies they would use to gain student compliance in the scenarios reflecting misbehavior type (active/passive) and intensity (frequent/occasional). Using pro- and antisocial Behavior Alteration Techniques (BAT) factors as variables, four significant multivariate effects resulted. Experienced teachers reported using more pro- and antisocial strategies than did prospective teachers. Both groups relied on antisocial BATs for active misbehaviors and prosocial for passive; both groups used pro- and antisocial strategies for frequent, as opposed to occasional, misbehaviors. Antisocial BATs were used more frequently by male teachers. (Tables of data and a figure are included, and 42 references are attached.) (NKA)

ED 290 185
CS 506 014

Todd-Mancillas, William R.
Instructional Communication/Education: Current Research Activities and Suggested Research Priorities.

PUB DATE- Oct 87
NOTE- 21p.; Paper presented at the Annual Meeting of the German Communication Association (Saarbrucken, West Germany, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Curriculum Development; *Educational Trends; Ethics; Higher Education; *Research Methodology; *Speech Communication; *Speech Instruction
IDENTIFIERS- International Communication

Intended for a largely European audience, this paper offers an overview of current definitions and goals of instructional communication and communication education teaching and research in the United States. The first major section of the paper looks at recent advances in instructional communication studies, concentrating on field research, behavioral alteration technique studies, studies dealing with instrumentation refinement, and studies concerned with treatment refinement. The second section of the paper reviews recent studies dealing with advances in communication education, focusing on the areas of identifying existing curricula and evaluating their appropriateness, basic research, and new curriculum material. The third section of the paper suggests future directions for research and application, and argues for the need to internationalize research efforts and for more work in the study of ethics as they apply to the teaching and practice of communication competencies. (The paper includes a four-page bibliography.) (FL)

ED 290 186
CS 506 016

Sotirin, Patty
Rethinking the Organizational Culture Approach.

PUB DATE- Nov 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Communication Research; *Cultural Context; Culture Conflict; Discourse Analysis; *Evaluation Criteria; *Feminism; *Organizational Theories; *Research Methodology; Research Problems; Scholarship; Sex Role
IDENTIFIERS- Alternative Conceptions; Conceptual Approach; Cultural Hegemony; *Feminist Criticism; Male Female Relationship; *Organizational Culture; Organizational Research; Scholarly Writing

Arguing for a feminist appropriation of the organizational culture approach to the study of complex formal organizations, this paper contends that, far from being an alternative approach that facilitates asking radically different questions about organizational life, the organizational culture approach's radical intentions are undermined by the failure to question its own biases. Following an introduction that pinpoints the androcentric and hegemonic nature or the concept of organizational culture, the paper challenges the empiricist methods of traditional organizational communication research and suggests the need for feminist readings that contest the authority of men as the sole authors of cultural texts. The next section of the paper discusses the implicit dualisms inherent in the concept of culture: culture as a rational, public, and male domain is held antithetical to and privileged over nature as the emotional domain, the private sphere, and women. The major section of the paper presents a review of research studies by organizational culture scholars and proposes a feminist criticism of these studies. The following section then offers and discusses alternative research studies by Kathy Ferguson and Angela McRobbie, two feminist scholars. The paper concludes with the presentation of a preliminary agenda for reconstituting the practices and politics of organizational scholarship by developing a feminist discourse commensurate with the radical intent of the organizational culture approach. Notes and extensive references are attached. (NKA)

ED 290 187
CS 506 017

McDowell, Earl E.; Mrozla, Bridget A.
An Exploratory Study of the Academic Resume and Employment Interview

Practices.

PUB DATE- Nov 87
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; Employment Interviews; Employment Practices; *Employment Qualifications; *Evaluation Criteria; Faculty Recruitment; Higher Education; Interpersonal Communication; Job Applicants; *Job Application; *Resumes (Personal)
IDENTIFIERS- *Academic Professions

A study examined the academic hiring process from the perspectives of department heads, search committee members, and newly hired faculty. Respondents, 349 academic professionals at a large university in the Midwest, completed a questionnaire developed for the study to determine (1) the importance and ordering of information categories on academic resumes; (2) the importance of various evaluation criteria; (3) the verbal and nonverbal items that make the greatest impression on search committee members; (4) the importance of providing specific categories of information to candidates; (5) the importance of obtaining specific categories from candidates; and (6) the desirability of certain interviewing techniques. Results indicated that publications and references were perceived as the most important categories on the academic resume, while communication skills, intelligence, and credibility were the most important evaluation criteria. Fluency of speech, composure, organization of materials, and verbal explanations were the most important variables in impression formation. Findings showed no significant differences between sexes or among academic rank groups in rating interviewing technique variables. (Tables of data and references are appended.) (Author/NKA)

ED 290 188
CS 506 018

Dodd, Carley; Garmon, Cecile
The Measurement of Personal Report of World View as a Cognitive Communication Variable.
PUB DATE- Nov 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Attribution Theory; Communication Research; Cultural Images; Individualism; *Individual Power; *Intercultural Communication; Life Satisfaction; Locus of Control; Personality; *Psychological Characteristics; Questionnaires; *Self Concept; Self Determination; Social Cognition
IDENTIFIERS- Communication Behavior; *Fatalism; *World Views

To measure perceived control in one's communication environment, a study examined the world views of the respondents as reported in a 28-item questionnaire. Subjects, 1,927 men and women composed of students and university personnel, military personnel, executives and managers, high school students and teachers, and members of women's groups, were selected from rural and urban areas across the United States, in diverse age groups, and represented varying levels of religiosity. The data gathered from the questionnaire was linked with other self-reported data, and the results suggested that respondents with high scores for fatalism on the questionnaire also showed: (1) communication apprehension; (2) less communication innovativeness; (3) greater exposure to television; (4) low verbal ACT scores; (5) less interpersonal comfort; (6) tendency toward dogmatism; (7) cultural ethnocentrism; (8) lower self-esteem; (9) greater culture shock; (10) rurality; and (11) less autonomy on the job. Females were also more fatalistic than males. As a result of the study, three types of people were classified: Type I, who have high self-esteem and sense of control; Type III, low self-esteem and fairly fatalistic; and Type II, a mixture of the two types. (One note, four pages of references, and a copy of the questionnaire are included.) (JC)

ED 290 189
CS 506 024

Walfoort, Suzanne
Sex and Status Differences in Communication Behavior of Managers.
PUB DATE- Nov 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Funding for research provided by grants from the College of St. Thomas and the University of Minnesota.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Communication Research; Cultural Context; *Employer Employee Relationship; Employment Level; *Organizational Communication; *Sex Differences; Sex Role; Social Environment
IDENTIFIERS- *Communication Behavior; Communication Patterns; *Managerial Communication; Organizational Culture

A study examined communication patterns based on sex differences and status in the organization, specifically analyzing managerial behavior on one aspect--messages of control and instruction giving--of superior-subordinate communication in the corporate setting. Subjects, 24 first-line managers, 12 males and 12 females, recruited from five large corporations in the midwest, participated, along with their superiors and one subordinate for each manager, in a communication interaction exercise. Results indicated no significant differences between male and female managers on any component of "communication control"--defined here as the communicative behaviors that restrict the type, direction, frequency, and amount of participation of the other person. The same pattern (no significant gender differences) held, regardless of whether the manager was dealing with his or her subordinate or superior. Clear status differences, on the other hand, were reported. Findings showed that managers (regardless of sex) did communicate differently with subordinates than with superiors (again, regardless of sex). Results were not in the direction expected, however, in that managers overall directed more control toward superiors than subordinates. (Tables of data and references are appended.) (NKA)

ED 290 190
CS 506 033

Davis, Jimmy Thomas
John Clark, Billy Graham and Baptist Trends towards Cultural Legitimacy.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Christianity; Church Role; *Cultural Influences; *Interfaith Relations; Regional Attitudes; Religion; Religious Conflict; *Religious Cultural Groups; *Religious Factors; *Rhetorical Criticism; Social Attitudes; Social History
IDENTIFIERS- *Baptists; Calvin (John); Religious Movements

By tracing and connecting significant shifts in Baptist political and theological rhetoric to trends within the larger culture, this rhetorical transformation can be seen as establishing and maintaining these groups as significant forces in American culture. Before 1800, Baptists were against infant baptism, regarding baptism as a matter of individual choice. This privitized religion by emphasizing personal salvation, reflecting the individualism which was the foundation of their committment to church/state separation. During the Great Revival of the early 1800s, Baptist views shifted from "Calvinistic" limited atonement to salvation for the asking, while retaining a heavy emphasis on God's sovereignty in all matters. At this time their rhetoric also moved away from political subjects such as church/state separation toward spiritual matters (salvation, questions of religious practice). These shifts reflected the rise of democratic individualism in Post-Revolutionary America, and the decline of church influence over civic matters. From 1800 to World War I, pressure for social and religious orthodoxy increased, especially in the South. This orthodoxy, accompanied by a defensive attitude toward the North, was perpetuated by the agrarian society of the South and the homogeneity of population characteristic of the region. Today, however, because of radical cultural changes in the 1960s and 1970s, this orthodoxy is challenged, and Southern Baptists face a stuggle between moderates, who appear willing to adjust their theology to meet the demands of contemporary culture, and hard-line fundamentalists, who insist on strict adherence to doctrine developed in an earlier era. (MM)

ED 290 191
CS 506 034

Logue, Cal M.
Communal Character.
PUB DATE- [87]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employer Employee Relationship; Group Status; Interpersonal Communication; Interpersonal Relationship; *Social Behavior; Social Class; Social Cognition; Social Psychology; *Social Status; *Social Theories
IDENTIFIERS- Communality; *Communication Behavior; Social Power; *Social Roles

Communal character, the ratio of credibility between a person's capacity in society for influencing others and the susceptibility to domination, is developed through continuous social discourse, and reflects an individual's or group's rhetorical status (the range of influence available through symbols within particular social standings and situations). Persons in communal characters of a high rhetorical status are geared toward the management of others, and exhibit certain leadership qualities, such as exercising more control over communication exchanges, employing pronouns that exude authority, and using powerful forms of speech. Individuals occupying communal characters in a low rhetorical status often acquire communicative behaviors expected of that role in the community, such as deference to the opinions and preferences of individuals of higher rhetorical status, adapting the speech of others, and using more polite deictic. In many instances, the distinction blurs between an act taken strategically for a specific purpose and behavior performed because of having been learned in association with persons of the same rhetorical status, and in confrontation with persons outside of one's own rhetorical status. (Twenty-six notes are attached.) (MM)

DOCUMENT RESUME

ED 290 192
CS 506 035

Deatherage, Scott
From Plato to Orwell: Utopian Rhetoric in a Dystopian World.
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Most pages contain light broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classical Literature; Comparative Analysis; Didacticism; *Government Role; Literature Appreciation; Power Structure; *Rhetorical Criticism; Social Environment; *Totalitarianism; Twentieth Century Literature
IDENTIFIERS- 1984 (Title); Burke (Kenneth); *Dystopia; Government Citizen Relationship; Orwell (George); Plato of Athens; Republic (Plato); *Utopia

Plato's "Republic" and George Orwell's "1984" both posit visionary worlds, one where humans are virtuous and understand what Plato refers to as "the Good," and the other where citizens are pawns of a government which uses language as a form of tyranny and control. Despite these overarching differences in philosophical assumptions, Plato's world is essentially an alternate version of the tyranny found in "1984." Plato's utopia is a world where virtue reigns and where people have actually achieved his conception of the Good, not because they are protected from evil, but because the state redefines the Good in such a way as to incorporate evil. Orwell's world, with the benefit of 2,500 years of history to shape his conception of human behavior, paints a much more realistic picture of life in a world operating under Platonic authoritarian control and Platonic assumptions. Orwell's conception includes the notion that people will rebel under such a government unless they are tightly controlled, either by language or by physical oppression. His vision in "1984," then, resembles Plato's in the amount of control exercised over the populace, but operates under the belief that humans will not control their governing power with implicit virtue but will become corrupt and govern unwilling masses by force. (Thirty-six footnotes are included.) (JC)

ED 290 193
CS 506 036

Burtis, John O.
Receiver as Source: Richness of Fantasy.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Communication (Thought Transfer); *Communication Research; *Fantasy; *Interpersonal Communication; Symbolic Language
IDENTIFIERS- Bales (RF); *Fantasy Theme Analysis; Theory Development

Arguing that understanding human interaction requires both a study of symbol use and a study of human action, this paper focuses on one function served by symbolization--fantasizing. Drawing upon the work of R. F. Bales, who identified the sharing of group fantasies as a useful communication function and who observed the process by which group members "chain out" on stories that are only indirectly related to a task at hand in order to build a sense of group unity, the paper first offers a brief description of why some fantasies chain out and others do not. It then provides clarification of and definitions for the terminology employed throughout the paper, specifically elaborating upon "fantasy," "richness of fantasy" (the idea that some people have greater ability to fantasize than others), and "chaining out of fantasy." The paper then discusses a pilot study designed to test the "richness of fantasy" hypothesis. The paper concludes with a theoretical explanation for the processes of making meaning, persuasion, and problem solving--that the receiver is the source of meaning in communication and that richness of fantasy is a mediating variable in an individual's process of communication. An appendix contains the 10 richness of fantasy items used on the pilot study instrument, and four pages of references are attached. (FL)

ED 290 194
CS 506 037

Tate, Eugene D.; McConnell, Kathleen
Restoring "Speech" and "Time" to Communication Theory: Contributions of Franz Rosenzweig and Eugen Rosenstock-Huessy.

PUB DATE- Aug 87
NOTE- 26p.; Paper presented at the Biennial Convention of the World Communication Association (Norwich, England, August 3-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Communication (Thought Transfer); Communication Research; *Interpersonal Communication; Speech Communication; Theories; *Time Factors (Learning)
IDENTIFIERS- *Rosenstock Huessy (Eugene); *Rosenzweig (Franz); Speech

Thinking

It has been said that the contribution of Franz Rosenzweig and Eugen Rosenstock-Huessy to the social sciences is their understanding of speech and time. Rosenstock-Huessy criticized modern communication theory because it assumes that one communicates to express thought, claiming instead that because speech necessitates the presence of a listener, to speak is to call forth a response or to respond to another person. Franz Rosenzweig expanded this with his concept of "speech thinking," which is spontaneous and requires someone who responds, in contrast to traditional "thinking" which is prepared and requires no one in particular to respond. Modern communication scholars agree with this, but rely on thought to the extent of denying a proper understanding of communication. In the area of time, Rosenstock-Huessy distinguished two types, which are related to different types of knowledge: technological time, knowledge of which is learned quickly, and fruitful time, which is learned only over a long period of time. He claimed that all learning and relational development occur in fruitful time, and that the understanding of the fruitful time concept is required to understand the role of interpersonal communication in relational development. Restoring this logic of speech and time to interpersonal communication theory eliminates much of the irrelevancy of modern communication theory. (Notes and a four-page bibliography are attached.) (Author/SKC)

ED 290 195
CS 506 038

Miller, Keith A.
Administrative Roles in Helping Faculty Adapt to Adult Learners.
PUB DATE- Nov 87
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; *Administrator Role; *Adult Students; Aging Education; *Andragogy; Cognitive Style; College Faculty; Communication Research; Higher Education; *Nontraditional Students; Program Development; Speech Communication; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Role; Teacher Student Relationship

Since the number of adult students engaging in higher education activities is growing rapidly and is expected to continue to climb, this paper is intended to help administrators develop a perspective from which to view adult learners on college campuses and craft programs to help faculty work more effectively with adult students. The first section of the paper discusses the ideal learning environment for adults, while the second section presents a profile of the adult student with respect to (1) social differences; (2) life experience; (3) motivations; (4) academic behaviors; (5) problems faced by returning adults; and (6) life cycles. Basic perspectives on andragogy and pedagogy are the focus of the paper's third section, which includes discussions of pedagogical and andragogical assumptions and their implications for program design. The fourth section deals with adult development, and the fifth is concerned with research findings on how adult/pre-adult students react to lecture versus other methods of instruction, faculty attitudes, and andragogical assumptions. The sixth section contains ideas for improving the learning environment for adults, and concentrates on developing structures to aid students and faculty and helping faculty to learn and experiment. The concluding section notes that the andragogical process shifts the focus from transmitting content to the process of helping students learn. This is followed by 76 references, and an appendix containing the text of an educational orientation questionnaire for use in determining attitudes of college faculty and administration. (SKC)

ED 290 196
CS 506 039

Hay, Ellen A.
The Critical Thinking Movement and Its Implication for the Teaching of Speech Communication.
PUB DATE- [87]
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Communication Research; *Critical Thinking; Definitions; Elementary Secondary Education; Evaluation Methods; Higher Education; Program Descriptions; Speech Communication; Speech Curriculum; *Speech Instruction; Standardized Tests; Teaching Methods; Testing
IDENTIFIERS- *Speech Communication Education

Because critical thinking has become a popular topic among speech communication educators in recent years, this paper reviews the literature on teaching critical thinking skills and discusses its relevance for speech communication instruction. First, the paper briefly sketches the history of the critical thinking movement and describes the reaction of speech communication educators to the movement. Second, definitions of critical thinking are discussed, and the document notes that the definitions--logical, cognitive and communicative--differ depending on point of view. The third topic covered is how critical thinking is taught. Types of thinking skills programs are listed, including the following: (1) general thinking skills programs that can function within a communication curriculum; (2) programs that concentrate on particular skills (such as argumentation, persuasion, debate, and logic) in particular content areas; (3) programs that teach thinking skills in isolation; and (4) programs designed specifically for speech communication classes. Teaching methods such as questioning techniques and modeling are also mentioned. The paper's fourth focus is on evaluating critical thinking. Several theoretical bases for assessment are presented, and the merits of different standardized measures are also debated. The final part of the paper concerns implications of the critical thinking movement for speech communication instruction, including the importance of cognitive and metacognitive aspects of instruction and the transfer of thinking skills to other contexts. Thirty-one references conclude the document. (SKC)

ED 290 197
CS 506 040

Facciola, Peter C.
The Contingency Rules Theory as a Theory of Trial Behavior.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Court Litigation; *Criminal Law; Speech Communication; Theories

Scholars have called for an integration of knowledge of the jury trial process, and in response, this paper argues that the contingency rules theory of communication can integrate and advance understanding of the trial. Four common approaches to the study of the trial are outlined briefly and criticized: the jury characteristic approach, the jury attitudes approach, the group dynamics approach, and the storytelling approach. Then, the contingency rules model is explained and examined relative to other approaches. The paper concludes that the contingency rules approach to the trial offers four advantages: (1) it integrates the findings of other approaches to the trial without losing precision; (2) it logically subsumes other approaches to the trial, offering greater explanatory power; (3) it is more parsimonious; and (4) it is heuristic. Finally, suggestions for applying the contingency rules model to the trial process are advanced. Twenty references are appended. (Author/SKC)

ED 290 198
CS 506 041

Roe, Robert C.

Traditional Media and Indigenous Culture: Rethinking Developmental Relationships.

PUB DATE- Nov 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Anthropology; Communication Research; *Cultural Context; *Culture; Definitions; Developing Nations; Group Dynamics; Intercultural Communication; Mass Media Effects; Modernization; *Organizational Communication; Social Change; *Social Development; Social Science Research; Speech Communication
IDENTIFIERS- *Communication Channels; *Media Role; Media Use; Organizational Culture

Over 60 years of American anthropological and sociological research writings have erected a concept of culture that restricts its role in planned change models to one of active or tacit resistance to change. As an alternative, this paper suggests that the substitution of a contemporary, dynamic conceptualization of culture as developed by cognitive anthropologists and organizational communication researchers may have significant impact upon (1) our understanding of development; (2) perceptions of the relationship between development and culture; and (3) current formulations addressing the types and effectiveness of alternative communication channels used for planned change in societies. (Seven pages of references are included.) (Author/SKC)

ED 290 199
EA 019 801

Jefferson, Anne L.
A Response to Changing Emphases in a Period of Retrenchment:
  Manitoba.
PUB DATE- Jun 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Canadian
  Society for the Study of Education (Hamilton, Ontario, Canada, June
  1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Speeches, Conference Papers, "Papers Presented at..." (150)
  Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Budgeting; *Change Strategies; Community Change;
  Educational Change; *Educational Finance; Elementary Secondary
  Education; *Retrenchment; Social Change; *State School District
  Relationship
IDENTIFIERS- *Manitoba; Manitoba Department of Education

This paper discusses the politics of retrenchment in education in Manitoba, Canada, in response to public calls for government accountability. In a successful effort to enhance the system's educational objectives, Manitoba Education sustained a level of support that allowed the province's individual divisions and districts to revise their method of allocating diminished financial resources in the successful effort to enhance the system's educational objectives. In spite of shrinking resources for the province's Foundation Program and the Government Support to Education Program, a new, responsive, and expansive plan was developed and implemented. (JAM)

ED 290 200
EA 019 802

Miller, Edythe A.
A New Balance: Reshaping the Principalship. A Special Report to the Profession.
New Jersey Principals and Supervisors Association, Trenton.
PUB DATE- 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Education; *Administrator Evaluation; Administrator Role; *Administrator Selection; Assessment Centers (Personnel); Certification; Educational Administration; *Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Leadership; Leadership Training; Management Development; *Principals; Professional Associations; Professional Continuing Education; Standards
IDENTIFIERS- NASSP Assessment Center Project; *New Jersey

The ideas, approaches, and issues guiding the efforts at principal reform are described in the following areas: (1) generic management skills or instructional leadership; (2) teaching experience as a requirement for the principalship; (3) restructuring principal preparation programs; (4) evaluating competency and proficiency; and (5) selection process. The state's proposed certification process is summarized, and within this context, the concepts, proposition statements, and rationales to reshape the principalship in New Jersey are presented. The conceptual framework consists of the following affirmations: (1) the role and function of the principalship is unique; (2) management functions exist to support the principal's role as educational leader; (3) teaching experience is an essential component of the principalship; (4) reshaping the principalship is a collaborative effort among state organizations; (5) graduate preparation programs for the principalship must include academic and performance-based programs; (6) specific state certification requirements need to be developed; (7) efforts must continue for professional development; and (8) a well-structured and more objective selection process for the principalship will enhance the profession. The appendixes list the 12 skills of the National Association of Secondary School Principals (NASSP) Assessment Center Program and sources of additional information. A list of more than 50 bibliographic and suggested reading citations conclude the monograph. (MLF)

ED 290 201
EA 019 803

Forsyth, Patrick B.
Revamping the Preparation of School Administrators.
PUB DATE- 18 Nov 87
NOTE- 22p.; Paper presented at the Annual Conference of the Southwest Educational Development Laboratory (Albuquerque, NM, November 18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Doctoral Programs; Educational Innovation; Educational Practices; Higher Education; Professional Development; *Professional Education; Research Utilization; *Schools of Education; *Specialist in Education Degrees; Teacher Educator Education; Theory Practice Relationship

This presentation highlights and discusses the recommendations made by the National Commission on Excellence in Educational Administration in its report "The Restructuring of a National Understanding of Requirements for Educational Leadership of the Future." The revamping of administrator preparation is said to be essential because current preparation is nearly irrelevant to practice and unresponsive to public demand for a more effective educational system. Three ideas in the report are cited as significant for reform of administrator education: (1) teachers are preeminent, and administrators' roles must change to grant teachers greater authority; (2) administrator preparation should be housed in professional schools rather than in colleges of arts and sciences; (3) preparation programs should be responsive to the concerns of both the profession and the university. Courses of study should therefore be organized around problems and principles of best practice rather than around academic and research specialties of sociologists and psychologists. The preparation program should take individuals from the theoretical study of learning, teaching, organizations, and people through clinical studies to guided practice, and ultimately to independent practice. Most of the recommended adjustments have to do with building and incorporating a knowledge base of administrative practice and formalizing rigorous clinical experiences as part of administrator preparation. (TE)

ED 290 202
EA 019 805

American School Boards: The Positive Power.
National School Boards Association, Alexandria, VA.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Board Candidates; *Board of Education Policy; Board of Education Role; *Boards of Education; Educational Policy; Elementary Secondary Education; Government School Relationship; Politics of Education; School Administration; School Community Relationship; School District Autonomy; School Policy; State School District Relationship
IDENTIFIERS- Kellogg Foundation; National School Boards Association

This publication is a general overview of American school boards that explains how they function and why their continued operation is crucial to sustaining participatory and representative government. It comprises five chapters that cover the following topics: (1) a general summary of the significance of school board service; (2) the roles and responsibilities of school boards; (3) boardsmanship from the individual school board member's perspective; (4) the interaction between school boards and other governing boards in the community; and (5) a look at the current and future status of influences affecting the school board movement. An appendix lists resource organizations (12 entries) as well as resource materials (36 citations). The stated purpose of the publication is to increase citizens' understanding of school boards and the importance of local governance in education, and to encourage responsible citizens in communities across the nation to serve as members of their local school boards. (TE)

ED 290 203
EA 019 809

Clarke, John Henrik
Education for a New Reality in the African World.
PUB DATE- Nov 85
NOTE- 17p.; Keynote address presented at the Annual Meeting of the National Alliance of Black Educators (New York, NY, November 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; *African History; *Black Achievement; *Black Culture; *Black History; Black Power; Black Stereotypes; Educational History; Educational Philosophy; Elementary Secondary Education; *Foundations of Education; *Racial Identification; Slavery

This presentation discusses basic cultural and educational values in the Afro-American community, setting these into the context of international African culture, both before and after the period of the European slave trade. Contending that blacks historically have been given "a second-hand education that was designed for other people," this keynote address further states that when servants are educated, they are educated to serve. Therefore, a new, self-reliant approach to education that encourages black students to rediscover, and take pride in, their African heritage is called for, in order to restore their confidence and identity. Contrary to a prevailing misconception, the Africans were a highly cultivated people for many years before their contact with the western world. The city of Timbuktu is cited as the cultural and intellectual center of West Africa, prior to the Moorish invasion in 1591. Accordingly, part of the "education for a new reality" involves teaching people of African descent where they have been and what they have been, and thereby to locate themselves, as a people, on the map of human geography. Education, when it is honest, has but one purpose: to empower students, and to train them to be responsible handlers of power. (TE)

ED 290 204
EA 019 811

Hartog-Rapp, Fay
AIDS: Is Any Risk Too Great? The 1987 Perspective.
PUB DATE- 3 Apr 87
NOTE- 39p.; Paper presented at the National Council of School Attorneys' School Law Seminar (San Francisco, CA, April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Civil Liberties; Communicable Diseases; Confidentiality; Confidential Records; Court Litigation; Curriculum Development; Diseases; Elementary Secondary Education; Eligibility; Health Education; Health Insurance; *Insurance; *Legal Responsibility; *Privacy; Public Schools; School Law; *Sex Education; Torts
IDENTIFIERS- Sexually Transmitted Diseases

This report discusses public school legal liability in the Acquired Immune Deficiency Syndrome (AIDS) controversy with regard to the right of privacy of AIDS victims who are students and employees and the concern of risk of contagion to other students and employees and the public's right to know what is going on in their schools. Several steps that can protect local districts from tort claims and ideas for respecting the privacy rights of carriers in a manner that accords them optimal legal and medical protections are given. A sex education curriculum with a heavy emphasis on the prevention of AIDS and other sexually transmitted diseases at the lowest grade possible as part of any health and hygiene program is advocated, along with extending handicap discrimination protections to AIDS victims. Pointing out the disease's increasing danger to staff and students alike and the urgency of public school information activities and reform regarding AIDS and AIDS victims, this report identifies its target populations, among whom are 8,000 children. Significant court cases are reviewed and used in support of these positions. (JAM)

ED 290 205
EA 019 812

Kramer, Patricia Jane; Betz, Loren E.
Effective Inservice Education in Texas Public Schools. Research Monograph.
East Texas School Study Council, Commerce.
PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delphi Technique; Elementary Secondary Education; *Inservice Teacher Education; Program Effectiveness; *Public Schools; *Staff Development; State Surveys; *Teacher Improvement
IDENTIFIERS- *Texas

There are thousands of different inservice education programs. The purposes of this study were to identify the elements of effective teacher inservice education; to measure to what degree these elements actually exist in inservice education programs reported by Texas teachers; and to develop a strategy for effective teacher inservice. A modified Delphi technique was used to validate a list of elements of effective teacher inservice education derived from a literature survey. A panel of 60 experts on inservice education was invited to indicate the relative importance of each element using a Likert-type scale. This procedure listed 29 elements of effective teacher inservice education. The list of 29 elements was submitted to two schools--an elementary and a secondary school--in each of the 1,071 school districts in Texas. Principals were asked to have a teacher in their school respond to the survey. From the 2,142 questionnaires distributed, responses were received on 720 (34 percent), rating the elements on a five-point scale from nonexistent to very evident. The mean ranking of each element was then calculated. Although unsolicited, 15 respondents added comments expressing an overall dissatisfaction with teacher inservice education. Most were concerned with dull, boring inservice programs, while others were dissatisfied with the role inservice programs are assuming as a result of the Texas Teacher Appraisal System. The final purpose of the study, to develop a strategy for effective teacher inservice, was considered met by the identification of these 29 elements of effective inservice education. (MLF)

DOCUMENT RESUME

ED 290 206
EA 019 814

Home-School Partnership. School Boards and Parents. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; Educational Policy; Elementary Secondary Education; Family Environment; Parent Child Relationship; Parent Education; *Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Teacher Cooperation; Public Schools
IDENTIFIERS- New York

This publication discusses policy issues, practices, and research related to parent involvement in education in the United States. Written for local school boards, professional staff who work with boards, and interested parents, the paper calls for policies that will encourage parents to assist in their children's educational development. After an introductory historical perspective on parental involvement in the American public school system, the document looks at changes in the American family and the implications these changes have for the schools. The publication discusses types, levels, steps, roles, and strategies of parent involvement to promote an understanding of the parents' link to school board leadership. Other essays discuss the differences between parental involvement in the early grades and in middle and high grades, and the role of public schools in parent education. It is concluded that three policy goals should characterize all parent involvement regardless of the level of schooling: to promote the complete development of children, to enhance the role of the parent as the primary educator and caregiver of the child, and to help parents develop and use knowledge and skills that will enhance the educational level of families. The publication begins with a summary list of recommendations and concludes with an appended checklist for school board members to use in assessing their parent involvement policy and practice needs. (TE)

ED 290 207
EA 019 815

Meeting in the Middle. Directions in Schooling for Young Adolescents. A Position Paper.

New York State School Boards Association, Albany.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; *Educational Improvement; Elementary Secondary Education; Gifted; Guidance; *Intermediate Grades; *Middle Schools; Preadolescents; Pupil Personnel Services; School Community Relationship; School Organization; *Student Needs; Teacher Certification; Teacher Education
IDENTIFIERS- New York

This position paper examines educational policies, school effectiveness, and responses to broader public policy concerns in the context of the special needs of early adolescence. The policy issues under consideration derive from a statewide comprehensive survey of educational trends in the middle grades and are addressed in a statewide Regents Action Plan. Topics related to educational policy include the following: (1) characteristics of adolescence that affect school organization and curriculum; (2) organizational issues in middle schooling; (3) instructional issues in middle schooling; (4) educational reform and the middle grades; (5) gifted adolescents; (6) certification and preparation for teachers of young adolescents; and (7) guidance and support services. The last section addresses the out-of-school problems of adolescents, at home and in the community, and offers suggestions for ways that schools and community services can collaborate to provide developmental support for young adolescents. Appended are state program requirements for students in grades 7 and 8 and an initial summary of findings from the New York State School Boards Association's 1986 survey on educational trends in the middle grades. A summary of recommendations is included as a preface. (TE)

ED 290 208
EA 019 816

A Kaleidoscope of Student Needs. New Challenges for Pupil Support Services. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Board of Education Role; Counseling Services; *Educational Policy; Elementary Secondary Education; Program Descriptions; Program Development; *Pupil Personnel Services; School Guidance; School Health Services; School Psychologists; Social Services; Social Support Groups; *Student Needs; *Student Personnel Services; *Student Welfare
IDENTIFIERS- New York

Pupil support services have been slow to gain attention in the educational reform movement of the 1980s. Accordingly, in this paper the New York State School Boards Association examines the policy issues surrounding pupil support services, their place in the educational system and the reform movement, and their potential to integrate and strengthen the resources offered students. Topics discussed include the following: (1) the purpose of schooling; (2) a kaleidoscope of student needs; (3) the directions in pupil support services; (4) the organizational strategies for support service delivery; and (5) the relationship between school boards and pupil personnel services. The paper concludes with the contention that school district collaboration with counties and private-sector human service providers is the key to new possibilities, but that such possibilities will require careful planning by school boards and financial support by the state. A bibliography of 19 items is included; a summary of recommendations precedes the text. (TE)

ED 290 209
EA 019 817

Wishon, Phillip M.; Broderius, Bruce W.
Missing and Abducted Children: The School's Role in Prevention. Fastback 249.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-249-6
PUB DATE- 87
NOTE- 58p.; Sponsored by the Mid-Cities/UTA (Texas) Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Advocacy; Child Neglect; *Child Welfare; *Crime Prevention; Criminals; Elementary Secondary Education; Law Enforcement; Parent Child Relationship; Rape; *Runaways; *School Responsibility; School Role; School Security; *Victims of Crime
IDENTIFIERS- Abductions; *Kidnapping; *Missing Children; Parent Kidnapping

The purpose of this pamphlet is to aid teachers, counselors, administrators, paraprofessionals, and other support personnel in alleviating the problem of missing and abducted children. After an introductory overview of the national incidence of missing children, three specific categories of missing children are identified and discussed: runaways, parent abductions, and abductions by unknown persons. The ensuing sections identify measures schools can take to prevent abductions: tracking students; identification of students; working with parents (including a list of 24 suggestions that schools should communicate to parents); working with students (including a list of 20 suggestions for children to help ensure their personal safety); and a checklist for making schools safe. The next sections provide steps to follow in reporting a child missing, reporting the discovery of a missing child, and reintegrating an abduction victim into the classroom. A brief bibliography is provided, and the following lists are appended: (1) U.S. corporations involved in the problem of missing children (15 entries); (2) organizations with information about missing children (28 entries); and (3) resources for teachers and parents on the problem of missing children (28 citations). (TE)

ED 290 210
EA 019 818

Ballinger, Charles E.; And Others
The Year-Round School: Where Learning Never Stops. Fastback 259.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-259-3
PUB DATE- 87
NOTE- 45p.; Sponsored by the Butler University (Indiana) Chapter of Phi Delta Kappa in honor of Dr. Joseph M. Nygaard.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; Parent Attitudes; Quarter System; School Organization; *School Schedules; Summer Schools; Teacher Attitudes; Trimester System; Vacation Programs; *Year Round Schools

This fastback examines the instructional and administrative benefits of year-round education and describes schools currently operating on a year-round schedule. Instructional benefits of year-round education for gifted, average, and remedial students are cited in a brief introductory article. Other benefits, discussed in more detail, include relief from overcrowded facilities, additional compensation for teachers, enhancement of the teaching profession, reduction of teacher burnout, cost savings, improved teacher and student attendance, reduced vandalism, and improved opportunities for student employment. A series of possible year-round plans are next described: 45-15 single-track; 45-15 multi-track; 60-20 plan; 60-15 plan; 90-30 plan; trimester plan; quarter plan; quinmester plan; concept 6 plan; five-track, five-term plan; and a flexible all-year plan. Remaining sections discuss teachers' and parents' reactions to the year-round concept and considerations for bringing about change. The final section presents profiles of year-round education in action at selected elementary, middle, and high schools. A 15-item bibliography is included. (TE)

ED 290 211
EA 019 819

Howard, Eugene; And Others
Handbook for Conducting School Climate Improvement Projects.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-797-8
PUB DATE- 87
NOTE- 112p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; *Educational Environment; Educational Facilities Improvement; Elementary Secondary Education; Evaluation Methods; Institutional Environment; Needs Assessment; *Organizational Climate; *Organizational Development; Program Attitudes; Program Evaluation; *Self Evaluation (Groups); Task Analysis; Teamwork
IDENTIFIERS- School Climate Profile

This book discusses practical ways to improve a school's climate by increasing both productivity and satisfaction concurrently. Chapter 1, "Defining School Climate," identifies the overarching goals of school climate improvement, the basic human needs that school climate must address, the factors that make up a school's climate and determine its quality, and the elements to a school's operation that contribute to positive climate. Chapter 2 outlines an eight-step process for implementing school improvement, while chapters 3 through 7 discuss each of these eight steps in detail: (1) appointing a school improvement management team or steering committee; (2) collecting baseline data; (3) raising the awareness level of faculty, students, and parents; (4) assessing the school climate; (5) identifying improvement priorities and developing action plans; (6) organizing task forces to accomplish the tasks identified in the action plans; (7) coordinating the work of the task forces; and (8) evaluating the overall effects of the climate improvement effort. The final chapter, "Why Do It?," provides anecdotal testimony as to the success of climate improvement projects in various schools. Appended are the following instruments: an instrument for rating school climate; the CFK, Ltd., School Climate Profile; two "mini-audits" designed to assist school officials in identifying climate improvement priorities and assessing the process and material determinants of a school; and a brainstorming and prioritizing activity instruction sheet. (TE)

ED 290 212
EA 019 820

Khamis, Mon
Microcomputers in School--The Conflict between Political Decisions and Educational Expectations.

PUB DATE- Dec 87
NOTE- 14p.; Paper presented at the joint conference of the New Zealand Association for Research in Education and the Australian Association for Research in Education (Christchurch, New Zealand, December 3-6,1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Comparative Analysis; *Computer Managed Instruction; Foreign Countries; *Microcomputers; Organizational Climate; *Politics of Education; Primary Education; Professional Development; Retrenchment; *School Effectiveness; Surveys; *Teacher Attitudes
IDENTIFIERS- *Australia

A group of 81 primary school teachers enrolled in a Bachelor of Education conversion program in Australia was surveyed in 1985 and a similar group of 55 was surveyed in 1987 to compare the numbers and variety of microcomputers purchased and how teachers used them. This study suggests that, because political changes unexpectedly brought reduced funding for a computer education program, teachers will lack the needed skill development in instructional computer applications to prepare children for employment. Additionally, research shows that a supportive school organizational environment determines the success of microcomputers in classroom learning. Data collected from the two groups of teachers included teaching and inservice educational backgrounds, and classroom microcomputer applications. Teachers reported the extent to which microcomputers were "actually" used and how they "should" be used, and identified barriers they perceived to classroom implementation. Analysis reveals that teachers felt interested and challenged, but had reservations about their abilities. Microcomputer applications were restricted to drill and practice and as minor teaching aids. The number of units in schools increased during both years, which emphasizes the need for furthering teachers' competence. The 1987 sample indicates that fewer inservice opportunities have caused teachers to rely on "experts" in their group to teach others, thereby creating an "elite" that appears to dominate computer availability. Schools should foster positive attitudes toward the technology as an integral part of teaching. Five figures and a table of data are contained in the text; 14 references are appended. (CJH)

ED 290 213
EA 019 825

Miller, Rima; And Others
Secondary Schools and the Central Office: Partners for Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Jun 87
NOTE- 38p.; For the base publication, see ED 275 679.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Role; Board Administrator Relationship; *Board of Education Role; *Cooperative Planning; *Institutional Characteristics; Instructional Improvement; Needs Assessment; *Research Utilization; School Districts; *School Effectiveness; Secondary Education; *Secondary Schools
IDENTIFIERS- Secondary School Recognition Program

To explore themes previously identified among successful schools from the perspective of the school district, this report organizes its discussion of the nine themes developed by T.B. Corcoran and B.L. Wilson (1986) around the role of the central office administration and the ways in which it might cooperate with schools in supporting secondary school improvement. The themes, which emerged from Corcoran and Wilson's study of 571 schools included in the Secondary School Recognition Program, are presented to reflect the writers' interpretations. Anecdotes from interviews with selected central office staff and secondary school principals are included in discussions of the themes, as well as supplemental analysis. The themes, which portrayed the dynamics of successful schools, were derived from data on school characteristics, reports by site visitors, and reports by the schools on the factors contributing to their success. The nine themes defined and reviewed are as follows: (1) clear goals and core values; (2) leadership: (3) control and discretion; (4) solving problems and improving schools; (5) recognition and rewards for teaching; (6) high expectations and recognition of achievement; (7) student-teacher relationships; (8) school-community relations; and (9) good people and a good environment. The report offers concluding remarks with suggestions for decision-makers contemplating their district's role. Over 70 references are appended. (CJH)

ED 290 214
EA 019 826

Wilson, Bruce L.; And Others
School Assessment Survey. Information for School Improvement. A Technical Manual.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Correlation; Decision Making; Diagnostic Tests; Discipline; *Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Leadership Styles; Organizational Theories; Principals; Questionnaires; Resource Allocation; *School Effectiveness; Tables (Data); *Teacher Administrator Relationship; Teacher Responsibility; Teaching Styles; Test Validity; Verbal Communication
IDENTIFIERS- *School Assessment Survey

This technical manual describes the School Assessment Survey (SAS), a multidimensional questionnaire that uses teachers' perceptions to measure key organizational characteristics of a school. Developed to take advantage of recent developments in organizational theory and school effectiveness research, the SAS instrument can be used to identify areas of strength and weakness and to help decide the course of action to implement desired changes. A general overview of a perspective on schools as organizations states why that perspective is important and illustrates how it might be useful in efforts to improve educational practices. The 55 items in the SAS questionaire measure 9 distinct dimensions covering a wide range of organizational characteristics. A justification for each dimension is offered. The history of the SAS instrument is also presented, as well as technical details regarding the measurement properties of its nine dimensions. A four-page graphic profile illustrates how the results can be presented to educators. Twenty notes and a 60-item bibliography are appended. The appendixes contain the SAS instrument and summary statistics of items in the dimensions based on data collected from a sample of 2,311 teachers in 61 schools. (MLF)

ED 290 215
EA 019 828

Gibboney, Richard A.; Gould, John M.
Staff Development and Educational Renewal through Dialogue in Two School Systems: A Conceptual and Empirical Assessment.
PUB DATE- Aug 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Dialogs (Language); Educational Assessment; Educational Improvement; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Foundations of Education; *Interpersonal Communication; *Interprofessional Relationship; Organizational Development; *Participative Decision Making; Professional Development; *Staff Development; *Teacher Administrator Relationship; Teacher Effectiveness
IDENTIFIERS- Collegiality; *Dewey (John)

This document describes and assesses an ongoing systematic approach to educational renewal through staff development that has been in progress for the past four years in two school systems--Eastern Lancaster County School District and William Tennent High School, both in Pennsylvania. The essential characteristic of the staff development learning process is substantive dialogue among teachers and administrators, and its primary aims are (1) empowerment of teachers and administrators, (2) improved teaching and administrative practices, and (3) organizational changes necessary to support the first two aims. Section 1 states the aims of the dialogue approach to staff development, describing the essential theoretical principles, based on John Dewey's philosophy, on which the dialogue is deliberately constructed. Section 2 sets forth some of the major outcomes that have emerged over four years across the two sites. These reveal a general pattern of success in achieving the three aims. Section 3 restates the major theme of the article: that school renewal efforts that respect the intelligence of teachers and administrators and that link this intelligence to a process that is both democratic and inquiring can achieve significant practical outcomes in the morale of teachers and principals. It also summarizes the practical outcomes and raises one fundamental problem the approach must solve if it is to be a primary means to educational renewal: the dialogue process frequently delays the testing of more fundamental solutions to educational problems by giving the appearance of progress while leaving untouched the fundamental deficiencies of structure and process. (TE)

ED 290 216
EA 019 829

Gauthier, William J., Jr.
Instructionally Effective Schools: A Model and a Process. Monograph Number One.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 83
NOTE- 23p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Involvement; Elementary Secondary Education; Institutional Characteristics; Instructional Improvement; Organizational Theories; *Program Development; Program Implementation; *School Effectiveness; *Statewide Planning; *Systems Approach; Theory Practice Relationship
IDENTIFIERS- *Connecticut; *Process Models

This paper describes the model and process developed by the Connecticut education department to assist schools in improving their effectiveness. The report offers an operational definition of the term "effectiveness" and summarizes the research that provides the conceptual base for the model. The characteristics selected from this summary are discussed in terms of a systems perspective that advocates the school as the unit of analysis. The systems approach argues that schools should resist focusing on only one characteristic and that meaningful change must address instruction, curriculum, organizational dynamics, and community involvement in an integrated manner. The model is built upon suggestions from a 1978 Rand document by Berman and McLaughlin that summarizes why some 293 projects receiving federal funds in 18 states varied in their degree of successful implementation. The Connecticut process maintains a voluntary, school-based approach that helps the school examine itself introspectively in relation to effectiveness characteristics so that a meaningful action plan for the principal and faculty can be developed and implemented. To trace progress, data will be gathered from approximately 25 schools at one-year intervals. The goal is to produce change in student achievement patterns by the second year of implementation. The document concludes with a discussion of future directions. A list of 53 references and a diagram of the model and process are appended. (CJH)

ED 290 217
EA 019 831

Kelly, Gail P.; Seller, Maxine S.

A History of School Reform in New York State: Implications for Today's Policy Makers.

PUB DATE- 85
NOTE- 51p.; Paper prepared with funding from the Rockefeller Institute for Public Policy, Albany, New York.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Economics; *Educational History; *Educational Improvement; Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Federal Programs; Politics of Education; *State Action; State Agencies; State Government; State History; State Legislation; State Licensing Boards; *State School District Relationship; Statewide Planning
IDENTIFIERS- *New York

In 1984, the New York State Regents issued an action plan calling for changes in curriculum, high school graduation requirements, and educational standards. Histories of school reform indicate, however, that state legislation alone cannot successfully or permanently improve educational practice. This essay therefore surveys the history of federal and state-sponsored school reform efforts in New York State in the 20th century to identify general characteristics of these varying reform movements that distinguish successful from unsuccessful attempts to change New York's schools. Included are three of the major reforms that attempted to change schools in New York State before World War II: the Hanus Report of 1911-1913, the Rural School Survey of 1922, and the Regents' Inquiry of 1937. In the postwar era, the National Defense Education Act of 1957 and Title I of the Elementary and Secondary Education Act of 1975 are considered, along with state-initiated efforts such as the Fleischmann Commission and the Regents' Competency Testing Program. Data are presented topically, rather than chronologically; the essay begins with a brief examination of how changing contexts have shaped major reform efforts in the state's past, and then proceeds to a discussion of how past reform efforts have been affected by the specificity of their goals, their consistency, executive leadership asserted, resources, and provisions for accountability. The evidence indicates that reforms that are clearly articulated, consistent, and within the realm of existing knowledge have a greater likelihood of being implemented than those that pursue vague goals such as "excellence" and "good citizenship." Forty-eight notes are appended. (TE)

ED 290 218
EA 019 832

Shafto, Robert G., Ed.

A Sampler of Innovative Education Grants, 1985 to 1986.

Maine State Dept. of Educational and Cultural Services, Augusta.
Curriculum Div.
PUB DATE- Dec 86
NOTE- 54p.; A product of the Maine Facilitator Center.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cooperation; *Educational Innovation; Elementary Secondary Education; *Grants; Instructional Effectiveness; *Instructional Improvement; *Instructional Innovation; *State Programs; State School District Relationship
IDENTIFIERS- Collegiality; *Maine Innovative Education Grant Program

As part of its 1984 school reform initiative, the Maine legislature created the Innovative Education Grant Program. It was designed to act as a catalyst for new ideas, conceived by teachers and principals, to bring new energy to classrooms and schools. From April 1986 through June 1986, 278 programs were put into practice. Descriptions of 23 of the programs are provided in this sampler in the form of brief case studies; each description also lists the name and address of the person to contact for more information, the major category by discipline, and the amount of the grant. At the end of the booklet is an index of all the projects listed by major category, school system, school, whether it is a school or a classroom program, and whether a case study is available. (Case studies were written for all programs that received more than $4,000 in grant funds.) (MLF)

ED 290 219
EA 019 833

Condition of Michigan Education, 1986.
Michigan State Board of Education, Lansing.

PUB DATE- 86
NOTE- 75p.; Two- and three-tone color charts will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Rating; Achievement Tests; Charts; College Entrance Examinations; *Educational Assessment; Elementary Secondary Education; *Enrollment; Mathematics Achievement; *Outcomes of Education; Reading Achievement; *School Demography; *School Statistics; State Surveys; Student Characteristics; Tables (Data)

IDENTIFIERS- *Michigan

This document is a graphic collection of statistical data compiled by the Michigan Department of Education that reflects some of the important educational trends in Michigan. The report is organized in five major sections. The first section describes student enrollment trends and the recent status of various programs designed to serve certain types of students. Student achievement has continued to improve in recent years, and this improvement is reflected in the section entitled "Outcomes." The "Staff" section portrays the effect of enrollment decline on staffing in schools, and the following section presents financial data. The final section, "Organization and Management," depicts the total number of school districts and schools in Michigan. It is explained that recommendations for improvement by the Michigan State Board of Education were described in a "Blueprint for Action" adopted by the State Board in January 1984; that this document triggered a series of actions at both state and local levels to strengthen and expand educational opportunities for children, youth, and adults in Michigan; and that the current status of a portion of the "Blueprint for Action" is reflected in this report. The data presented were compiled from numerous departmental, federal, and local reports. (TE)

DOCUMENT RESUME

ED 290 220
EA 019 834

Marzano, Robert J.
Decomposing Curricular Objectives To Increase Specificity of Instruction.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 17p.
CONTRACT- 400-86-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Concept Formation; *Curriculum Design; Curriculum Development; Educational Planning; *Educational Strategies; Elementary Secondary Education; *Information Theory; Instructional Design; Instructional Effectiveness; Language Processing; Learning Modalities; Learning Processes; Task Analysis

Advances in cognitive science have greatly increased our knowledge of how the human mind stores and uses information. That knowledge can be used to decompose curricular objectives so as to increase the specificity of instruction to a level of precision that should greatly enhance student writing. This article identifies some major types of cognitive structure and describes how they might be used in the process of decomposing curricular objectives. The two primary types of linguistic information are declarative (factual) and procedural. Declarative information can be subdivided into four basic types: concepts, facts, principles, and schemata. Procedural information includes process knowledge and conditional knowledge (or knowledge about when to use specific procedures). Both types of information are commonly stored in long-term memory in cognitive structures called "productions," which sometimes have associated terminology and symbols. This model for specifying the cognitive components of a given curricular objective is then applied to the objective of teaching students to read and interpret a bar graph. In laboratory tests, this process of decomposing curricular objectives has shown great promise for helping teachers to specify and plan instruction, and thereby to enhance student learning. (TE)

ED 290 221
EA 019 838

Manual for Public School Facilities Fire Prevention and Fire Inspection.
New York State Education Dept., Albany. Bureau of Educational Management Services.
REPORT NO.- NYSED-87-7570
PUB DATE- 87
NOTE- 44p.; This manual supersedes ED 257 219.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Educational Facilities; Elementary Secondary Education; Fire Fighters; *Fire Protection; *Inspection; Legal Responsibility; *Public Schools; Records (Forms); School Safety; State Departments of Education; State Legislation; *State Standards
IDENTIFIERS- *New York

With the exception of New York City, the New York State Uniform Fire Prevention and Building Code applies to each and every facility owned or operated by a school district or Board of Cooperative Educational Services (BOCES). Section 155.3 of the Regulations of the Commissioner of Education applies to all school buildings except for those within New York City, Buffalo, Rochester, Syracuse, and Yonkers. School districts and BOCES must arrange for an annual inspection of each facility that they own, lease, or operate. An inspection report must be completed for each facility at the time of the annual inspection. This report combines the fire safety requirement of the Regulations of the Commissioner of Education, and the fire prevention standards of the State Fire Prevention and Building Code. The entire process, from planning for the inspection through correction of nonconformances, requires careful preparation. This manual is designed to provide instruction for the school administrator and the inspector for completing the report. It provides background information and details about the Code and regulations, and explains the inspection and enforcement processes. (MLF)

ED 290 222
EA 019 839

Educational Expenditures. Differences among Three Groups of School Districts in New York State.

New York State Education Dept., Albany. Educational Research Services Unit.
PUB DATE- Sep 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Charts; Comparative Analysis; Cost Indexes; *Costs; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Operating Expenses; Resource Allocation; Salaries; *School District Spending; *School Statistics; State Federal Aid; State Surveys; Tables (Data)
IDENTIFIERS- *New York

This report updates a 1985 research study prepared for the New York State Regents Task Force on Education and Economic Development. Average per pupil expenditures in 1984-85 were analyzed for 13 expense categories among 3 groups of school districts in New York State: (1) the New York City suburban counties; (2) the "Big Five" cities (New York City, Buffalo, Rochester, Syracuse, and Yonkers); and (3) the rest of the state. Major expenditure variations were found to exist among the 3 groups in 4 of the 13 expense categories: instruction (which includes teacher salaries); undistributed expenditures (which includes retirement and fringe benefits); transportation expenditures per pupil transported; and special aid fund expenditures. Further analysis of instructional expenditures showed a consistent pattern of variation among the groups concerning teacher salaries and pupil-staff ratios. Group I (New York City suburban counties) had the highest average total expenditures per pupil of the three groups and tended to have higher expenditures per pupil for almost every category analyzed, including instructional costs, undistributed expenditures, and operation and maintenance of plant. Group II (the "Big Five") incurred the greatest expenditures for transportation and federal aid. Five tables and three charts are provided to portray these statistical comparisons. (TE)

ED 290 223
EA 019 840

Amo, Scott A.; Mills, Teri G.
An Advanced Staff Development Program for Administrators.

PUB DATE- Nov 87
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Feedback; *Management Development; Role Playing; *Staff Development; *Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Supervision; Workshops
IDENTIFIERS- *Clinical Supervision

A training program is described that was developed to improve administrators' supervisory skills in conducting classroom observations and conferences with teachers. The program includes training in the seven phases of clinical supervision and their respective skill components, including an understanding of the six forces that affect conferences. The seven phases of clinical supervision are as follows: (1) establish teaching expectancies; (2) observe teaching behaviors; (3) label teaching behaviors; (4) analyze teaching behaviors; (5) plan for instructional conference; (6) conduct the conference; and (7) establish follow-up. Forces that can have an impact on a conference plan and outcome include the following: (1) a common understanding of effective teaching skills; (2) previous knowledge that the teacher and supervisor have about one another; (3) the lesson's relationship to short- and long-range expectations; (4) the supervisor's knowledge of the content being taught; (5) the degree of commitment toward improving instruction, on the part of both the teacher and the supervisor; and (6) personality characteristics of both the supervisor and the teacher. Videotaped lessons, role playing, and small groups provide administrators opportunities to analyze a variety of lessons using clinical supervision. (MLF)

ED 290 224
EA 019 841

Tyler, Leona E.
A Proposal for Reorganizing American Public Education.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Grade Placement; *Compulsory Education; Educational Change; Educational Innovation; *Educational Needs; Educational Practices; *Educational Principles; Elementary Secondary Education; Instructional Program Divisions; Nongraded Instructional Grouping; *Public Education; *School Effectiveness; *School Organization; Student Promotion; Student School Relationship

Public education is facing a crisis of major proportions, but the things that are basically wrong with schools are not those being emphasized in current proposals for change. This paper identifies two basic defects in the American system of public education: (1) there is too little attention to individual differences; and (2) there is too much compulsion. Because of the wide range of abilities among children, the U.S. system of organizing schools by age groups is perhaps the worst possible strategy for maximizing the learning of individuals. This system, along with the "social promotion" that almost necessarily follows, results in widening gaps between students, disillusionment of those who lack the basic skills to build on in the higher grades, and boredom for the gifted students. Problems of classroom management that are customarily blamed on teachers or students are actually the fault of this "lockstep" age-grade system. Similarly, compulsory attendance laws tend to undermine the motivation on which mastery of a reasonably demanding secondary curriculum depends. Accordingly, the author makes the following suggestions for changes in our educational system: (1) provide competency tests for individuals at any age at which they are ready to take them; (2) make primary, but not secondary, education compulsory, and compel students to go to school only until they can meet the basic competency tests; (3) diversify secondary schools and make them as attractive as possible to motivate students to continue; (4) organize grade schools by curriculum level rather than by age; (5) mobilize community resources to provide a wide range of educational experiences at the secondary level; (6) maximize educational opportunities for persons of all ages. (TE)

ED 290 225
EA 019 843

Wolf, James M.; Kessler, Anna L.
Entrance to Kindergarten: What Is the Best Age? ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 62p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 222-0042, $28.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; Academic Failure; *Age Grade Placement; Child Development; Educational Innovation; Educational Testing; Elementary Education; Grade Repetition; *Kindergarten; Kindergarten Children; Learning Readiness; Preschool Children; Preschool Education; Primary Education; Program Design; *School Entrance Age; *School Readiness; Student Placement; Teacher Effectiveness
IDENTIFIERS- Educational Research Service

This monograph presents information to help educators consider how to determine the best age for each child to begin his or her formal schooling. Trends in state requirements for school entrance age are described, and research in areas such as mental age, reading readiness, child development, screening instruments, and experimental preschool programs is reviewed. Educational approaches that attempt to address the problem of differential readiness in young children are also discussed. After a brief introduction, the first section discusses the implications of current entrance age trends. This is followed by an extended discussion of issues and trends that have influenced school entrance age: the relationship of chronological age and mental age to reading readiness; the child development concept; the early intervention approach; changes in kindergarten programs; developmental screening for school placement; and issues associated with being the youngest in the class. The next major section addresses alternative approaches to differential readiness in children. These include full-day kindergartens, four-year-old kindergartens, transition programs, early admission and delayed entrance to school, retention, teacher effectiveness, and other approaches to the problem of failing pupils. A summary chapter reviews five historical stages in school practice regarding entrance age interests and concerns, and presents a comprehensive set of implications and recommendations for educators and policy-makers derived from the study as a whole. A bibliography is included. (TE)

ED 290 226
EA 019 844

Beckham, Joseph C.
School Officials and the Courts: Update 1987. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 66p.; For the 1986 edition, see ED 277 150.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000
  Clarendon Blvd., Arlington, VA 22201 (Stock No. 222-00044, $18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; Collective Bargaining;
  *Compliance (Legal); *Court Litigation; Due Process; Educational
  Finance; Educational Legislation; Elementary Secondary Education;
  Employer Employee Relationship; Freedom of Speech; Legal Problems;
  *Legal Responsibility; *Public Schools; Religion; *School Law;
  State Church Separation; Student Rights; Teacher Rights; Torts
IDENTIFIERS- Educational Research Service

This is the ninth in the series of monographs designed to summarize and analyze judicial decisions on elementary and secondary education issues. The cases under discussion (found in federal and regional reporters from June 30, 1986, to June 30, 1987) were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy-making and practice. The case summaries are organized according to the following general topics: (1) school boards and board members; (2) administrators; (3) finance; (4) collective bargaining and contract management; (5) teachers and other district employees; (6) pupils; (7) religion; and (8) torts and related statutory liability. Reference notes are included, along with a glossary of selected legal terms. (TE)

ED 290 227
EA 019 849

New Textbook Adoptions: A Guide for Selecting Textbooks.
Texas Education Agency, Austin.

PUB DATE- Dec 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Elementary Secondary Education; Evaluation Criteria; Guidelines; Instructional Materials; Media Selection; *State Standards; Textbook Content; *Textbook Evaluation; *Textbook Selection; *Textbook Standards
IDENTIFIERS- *Texas; Texas Education Agency

The Texas Education Agency has developed this guide to assist members of local textbook committees who are responsible for studying and selecting textbooks and learning systems for use in Texas school districts. The State Board of Education has approved all the listed textbooks, but it does not recommend specific books. Rather, general criteria for selecting each category of textbook are set forth so that committee members can select texts in accordance with local needs. The new textbooks approved for adoption by the state board are listed in the following categories: business education, English language arts, fine arts, languages (Spanish), mathematics, prekindergarten and kindergarten education, science, and social studies. (TE)

ED 290 228
EA 019 850

Fullan, Michael G.; And Others
The Supervisory Officer in Ontario. Current Practice and Recommendations for the Future.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2717-0
PUB DATE- 87
NOTE- 256p.
CONTRACT- 0903-0941-0942
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Administrator Characteristics; Administrator Education; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; *Educational Administration; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Governance; Leadership Responsibility; Professional Development; Superintendents; Supervisor Qualifications; Supervisors; *Supervisory Methods
IDENTIFIERS- Canada; *Ontario

This report summarizes a two-year study of supervisory officers in Ontario. The research focused on what supervisory officers do, what skills they need, how they are prepared and selected, and how they experience the job in terms of satisfaction and effectiveness. A stratified sample of 25 boards and 4 ministry offices was selected for indepth study, with data gathered through interviews and analysis of pertinent documents. In school boards, five role types were identified: directors, business supervisory officers, central supervisory officers, area superintendents, and combined roles. In the ministry, the role types were regional office, provincial office general supervisory, and provincial office specific assignment. A matrix of action and content showed supervisory officer tasks falling into various action groupings (such as review/evaluation, problem solving, and coordination) and content groupings (such as curriculum, personnel, and finance). In spite of contextual differences, the core actions and skills were found to be relatively constant, and systematic training for the supervisory role was found to be lacking. The study therefore concluded that major changes are needed in the preparation, experience, working conditions, and professional development of supervisory officers. In the final chapter, the researchers provide recommendations for reform, directed at governance, certification (licensing), preparation, and professional development. Proposals include the establishment of a new independent body to develop and coordinate licensing, preparation, internship, and professional development for supervisory officers in Ontario. (Author/TE)

ED 290 229
EA 019 851

Garber, Lee O.; And Others
Law, Finance, and the Teacher in Illinois. A Handbook for Teachers, Administrators, and School Board Members. Third Edition.
REPORT NO.- ISBN-0-8134-2252-3
PUB DATE- 83
NOTE- 252p.
AVAILABLE FROM- Publication Sales, Interstate Printers and Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 618-0050 ($9.50, less 10% educational discount; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Organization; Budgets; Contracts; Educational Administration; *Educational Finance; Educational Legislation; Elementary Secondary Education; Equalization Aid; Foundations of Education; *Government School Relationship; Legal Responsibility; Politics of Education; Public Education; *School Administration; School Funds; *School Law; School Support; School Taxes; State Federal Aid; State Legislation; *State School District Relationship; Teacher Certification; Teacher Retirement; Teacher Rights; Tenure; Torts
IDENTIFIERS- *Illinois

This handbook explains the legal principles underlying the Illinois public education system, thereby providing teachers, administrators, and school board members with an understanding of the nature of the public school as a social and governmental institution. It also considers the legal status of Illinois teachers by defining their rights, duties, and obligations. After an introductory overview of school law, chapter 2, "Education in the Governmental Structure," addresses the responsibility of various levels of government for education. Chapter 3, "The Purpose of Public Education," delineates the respective responsibilities of parents and the state for the education of children and discusses the legal implications of the idea that education is a function of the state. Chapter 4 describes the organizational structure of the Illinois Public School System at the state, intermediate, and local levels. Chapter 5 specifically addresses the legal status of teachers under Illinois statutes, while chapters 6, 7, 8, and 9 delineate state laws governing teacher certification, teacher contracts, teacher tenure, and teacher retirement benefits, respectively. Chapter 10 is a discussion of tort liability of school districts and school employees, and chapter 11 lists miscellaneous statutory responsibilities, rights, and limitations of teachers. The final chapter addresses financial facts that teachers need to know, with respect to school budgets, taxes, school district bankruptcy, bonds, surplus funds, and state and federal financial support for schools. Appended is a resource equalizer formula for state financial aid. (TE)

ED 290 230
EA 019 852

100 Winning Curriculum Ideas.

National School Boards Association, Alexandria, VA.
PUB DATE- Dec 87
NOTE- 41p.; Prepared by the editors of "The American School Board Journal" and "The Executive Educator."
AVAILABLE FROM- Publication Sales, National School Boards Association, P.O. Box 17316, Baltimore, MD 21203 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Citizenship Education; *Curriculum Development; *Curriculum Enrichment; Elementary School Curriculum; Elementary Secondary Education; English Curriculum; Instructional Design; Learning Strategies; Mathematics Curriculum; Motivation; Parent Education; *Program Content; *Program Descriptions; *Program Design; Science Curriculum; Social Studies

The editors of "The American School Board Journal" and "The Executive Educator" magazines recently invited school leaders from across North America to send in curriculum ideas that work. From among the 1,026 entries that were submitted, a panel of judges selected 100, which are published in this special report. Criteria for selection included (1) evidence of success in measurable instructional outcomes within a specified budget; (2) evidence that the program could be used elsewhere in a comparable subject area or grade level; and (3) evidence that the program is relevant to the most pressing curricular and instructional needs of schools throughout North America. Entries are included for the following curricular areas: language arts, science/technology, math/computers, social studies, music/arts, health, citizenship, careers, learning to learn, enrichment, life skills, motivation, and parent involvement. Each entry includes a program title, the name and address of the school where it was developed, a brief description, and a contact person's name and address. (TE)

ED 290 231
EA 019 854

Cox, Pat L.; And Others
Getting the Principal off the Hotseat: Configuring Leadership and Support for School Improvement. A Technical Report.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 88p.
CONTRACT- 400-86-0005.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Cooperation; Educational Change; Elementary Secondary Education; Hypothesis Testing; *Leadership Styles; Linking Agents; *Organizational Change; *Principals; Research Utilization; *School Effectiveness; Synthesis
IDENTIFIERS- *Leadership Effectiveness; School Improvement Projects

Drawing on research conclusions about the process of educational change, this report seeks to demonstrate the importance of understanding the diverse factors that inhibit or enable school improvement efforts. The report focuses on leadership and support in achieving successful change and stresses that principals are but one of several players who can create leadership for improvement. While not concerned exclusively with leadership and support, two school improvement studies are examined to illustrate how a variety of leadership configurations occur within different contexts and with varying degrees of success. Section 2 of the report summarizes the objectives of the studies--one on dissemination efforts supporting school improvement and the other on the role of teacher incentives and rewards in implementing a technological innovation. Insights about leadership and support that came from observing change at the field sites of the two studies are discussed in section 3. Section 4 describes the report's methodology and explores the institutionalization of changes and leadership and support as they were manifested at the sites. The kinds of leadership configurations associated with the presence or absence of different types of institutionalization are detailed in section 5. The final two sections offer conclusions and recommendations for further research. The two studies generally substantiate the hypothesis that leadership and support assume varied forms and have many sources. Educational change based on the collaboration of many actors is more likely to be successful because the opportunities created serve to maintain change after individuals move on. Numerous tables and figures comprise over one-half of the document, and include those derived from literature research and from diagrammatic analysis of the studies examined. Fourteen references are appended. (CJH)

ED 290 232
EA 019 863

Lilly, Edward R.
Termination of Employment: Substantive and Procedural Due Process Requirements.
PUB DATE- Nov 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Dismissal (Personnel); *Due Process; Elementary Secondary Education; *Legal Responsibility; School Districts; *School Law; *School Personnel
IDENTIFIERS- Fourteenth Amendment

Making reference to concepts grounded in the Fourteenth Amendment of the United States Constitution, this document lists substantive and procedural due process requirements regarding employee termination that administrators must take pains to implement. Justifiable reasons for termination are identified. School administrators have the burden of proof to give "just cause" in an employee dismissal proceeding. "Just cause" evidence requires school officials to maintain accurate employee records; to furnish specific rules and standards that list employee and school goals, objectives, and expectations; and to keep abreast of legal limitations, accepted practices, and ongoing developments in labor-management relations that affect management's right to terminate employees. (JAM)

ED 290 233
EA 019 895

Scott, James J.; Smith, Stuart C.
Collaborative Schools. ERIC Digest Series, Number 22.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.; Printed on colored paper.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Organization; *Educational Cooperation; Educational Environment; Elementary Secondary Education; Instructional Improvement; Instructional Leadership; *Interprofessional Relationship; Participative Decision Making; Principals; School Based Management; School Effectiveness; *Teacher Administrator Relationship; *Teacher Participation; *Teaching Conditions; Teamwork
IDENTIFIERS- *Collaborative Learning; ERIC Digests

A growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, collaborative schools have norms that encourage teachers and principals to cooperate for school improvement. Such schools are characterized by frequent teacher interaction with respect to teaching methods and problems, frequent observation and constructive criticism of teachers, joint planning and preparation, and peer training and support. Principals can promote collaboration by involving faculty members in decisions related to curriculum and instruction, by coordinating teachers' schedules to allow peer observation, and by promoting norms of cooperation through their own example in seeking teachers help with curriculum and scheduling and in observing and evaluating teachers. (TE)

DOCUMENT RESUME

ED 290 234
EA 019 896

Communicating Expectations for Academic Achievement. The Best of ERIC on Educational Management, Number 84.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 5p.; Sections printed on a colored background may not reproduce clearly.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; *Communication (Thought Transfer); *Educational Environment; Elementary Secondary Education; *Expectation; Instructional Improvement; *Instructional Leadership; *Principals; School Effectiveness

Most of the 10 publications reviewed in this annotated bibliography focus on the principals' role in communicating high expectations for student achievement. The first article describes techniques principals can use to encourage excellence, such as complimenting teachers for exemplary efforts, carefully monitoring instruction via supervision and classroom visits, supporting staff development, and mobilizing community resources to maintain a positive school climate. The second ties principals' instructional leadership prowess to their capacity to connect routine activities to a well-informed understanding of school context and visions for the future. Subsequent reports stress the importance of climate and school effectiveness characteristics. The third article attributes a climate of expectation to teacher and principal behaviors, while the fourth defines three important elements of school culture--content, symbols, and communications patterns. The fifth article emphasizes the influence of principals' active beliefs on student outcomes. The next two articles compare effective and ineffective school characteristics. The eighth study concentrates on principal behaviors involved with encouraging outstanding students, establishing schoolwide academic requirements, creating counseling programs, and setting instructional standards for teachers. The ninth article describes eight variables leading to more effective schooling. The last article characterizes principals as culture builders using symbols, structures, and processes to promote educational excellence and individual growth. (MLH)

ED 290 235
EA 019 897

The Effective Instructional Leader. The Best of ERIC on Educational Management, Number 91.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Behavior Patterns; Elementary Secondary Education; Expectation; *Instructional Leadership; *Principals; *School Effectiveness

The first 2 of the 12 publications reviewed in this annotated bibliography describe what principals actually do as instructional leaders. The first document reports on habits and values evinced by eight schools whose principals were viewed as proficient instructional leaders. Although several distinct leadership styles emerged, the ethic of reciprocity characterized schools with the most successful leadership. The second study observed and interviewed five "effective" principals over an eight-week period. Again, leadership styles varied as principals incorporated instructional objectives into markedly similar daily routines. The third publication stresses the principal as master architect of curricular unity, successfully integrating the written, taught, and tested curricula. The fourth and sixth publications address the multiplicity of principal roles and suggest that principals share their instructional leadership functions with other staff to achieve a more collaborative approach to teaching and learning. The fifth article describes a plan that incorporates classrooms, schools, and entire districts in a leadership strategy. The seventh article recommends that principals partially resume their master teacher roles by becoming androgogical educators, or teachers of adults. The remaining publications discuss school policies, practices, and norms that challenge students, conceptual frameworks and models for effective instructional leadership, and effective and ineffective principal behaviors. (MLH)

ED 290 236
EA 019 898

Role of the Department Chairperson. The Best of ERIC on Educational Management, Number 92.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 5p.; Sections printed on a colored background will not reproduce clearly.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; *Cooperation; Curriculum Development; *Department Heads; *Instructional Leadership; Principals; *Role Conflict; Secondary Education; Supervisors; Teamwork

All the 11 publications in this annotated bibiliography explore the department head's dual role as teacher and instructional leader. Three articles characterize principals' role as managerial and recommend that primary instructional and curriculur responsibilities be delegated to department heads with clearly designated positions in the school's administrative hierarchy. According to the third article, a team approach involving four key stages (diagnosis, allocation, implementation, and evaluation) works best in secondary schools. At least three publications address the role conflict and ambiguity experienced by heads as line or staff supervisors, change agents, or helping professionals susceptible to burnout. The eighth publication discusses one chairperson's facilitative approach to peer review in an English department. The ninth article describes a leadership training program to help secondary school principals and department heads work more competently with teachers, use meetings more effectively, and improve performance of long-range planning and evaluation functions. The last two publications discuss department head responsibilities in detail; both stress the value of shared decision making, cooperation, and the evolution of an effective work group or "esprit de corps." (MLH)

ED 290 237
EA 020 064

Raywid, Mary Anne
Parents Guide on Choice. The Right To Choose.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 27p.; Paper authored under a Department of Education purchase order as a contributing paper for an upcoming booklet on Choice by the Office of Educational Research and Improvement (OERI).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Innovation; *Educational Opportunities; Elementary Secondary Education; *Experimental Schools; Free Schools; High School Equivalency Programs; Home Schooling; *Magnet Schools; *Nontraditional Education; Open Education; Parent School Relationship; Parochial Schools; Private Education; *School Choice; Traditional Schools

Starting with the contention that we need to restore a wider range of choice to parents in their children's education, this paper lists and reviews the varieties of public education currently available throughout the country, and discusses their advantages and disadvantages. These varieties include magnet schools, alternative schools, independent study programs, postsecondary enrollment plans for high school students to take courses at local colleges and universities, vocational education programs, and the GED (General Educational Development) testing program (in lieu of attending and completing school). Two other types of choice programs differ from the above in that they offer choices only to particular groups rather than to the community at large: regional, residential, specialty high schools sponsored at the state level for the most accomplished students in a given specialty (math and science, humanities, performing arts), and second chance arrangements for dropouts or for students who have consistently failed in regular schools. The second part of the paper reviews available choices in the private sector: parochial schools (Catholic, fundamentalist, or Jewish); private, residential prep schools for the wealthy; independent schools for disadvantaged minorities; proprietary business or trade schools that promise job training and placement to disadvantaged teenagers and young adults; and home schooling. (TE)

ED 290 238
EA 020 065

Nathan, Joe
How To Choose a School for My Child.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 28p.; Paper authored under a Department of Education purchase order as a contributing paper for an upcoming booklet on Choice by the Office of Educational Research and Improvement (OERI).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Home Schooling; Nontraditional Education; Parent Attitudes; Parent Influence; Parent Responsibility; *Parent Rights; *Parent School Relationship; *Politics of Education; Private Education; *School Choice; State School District Relationship; *State Standards

After explaining why more choice among schools is a good idea, this paper provides details and evaluations of state plans for increasing choice in schools, delineates the characteristics of a desirable school choice plan, and advises parents on choosing schools. Current school choice policies in the following states are briefly summarized: Alaska, Arizona, California, Colorado, Florida, Iowa, Louisiana, Massachusetts, Missouri, Minnesota, New York, North Carolina, Virginia, Washington, and Wisconsin. The evaluations of these policies conducted by Massachusetts, Minnesota, and Washington are then reviewed in detail. Options are then discussed for parents who are dissatisfied with the choices currently available to them in their local school district, and guidance is provided for gathering information about a school, visiting a school, and taking various steps before making a final decision about a school. The author concludes that with the proper research, advice, and guidance, families can make good decisions about schools for their children. (TE)

ED 290 239
EC 200 451

Basile, Joseph C., II; Thabet, Nancy J.
Meeting Educational Needs of Handicapped Students: Special Education Interfacing with General Education.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; *Individualized Education Programs; Mainstreaming; Models; *Program Development; *Special Education; Statewide Planning
IDENTIFIERS- Curriculum Based Assessment; *West Virginia

The paper traces the establishment and outcomes of a special education program development unit as part of the West Virginia Department of Education. It is explained that the office used a process/product planning approach with information on mission, role/function, allocation of function and resources, and multiple matrix analysis planning. Based on a successful approach to general education program development, the special education program development process was guided by two underlying beliefs: learner-based decision making and research-based decision making. In order to assure a high quality research data base, a modified Delphi technique was used. A delivery system was designed which uses curriculum-based assessments to select general education and additional learning outcomes for individualized education programs (IEPs) and which determines the least restrictive environment and graduation requirements for handicapped students. Prototypes were developed for retrieving appropriate objectives and mastery information for IEPs and for determining the most appropriate learning outcomes for students eligible for special education. Guidelines were set for reviewing and selecting special education materials. Appendixes include information on the process for interfacing existing special education objective documents with state approved learning outcomes and selecting learning outcomes for the IEP. (CL)

ED 290 240
EC 201 701

Jones, Joan
Identification of Topics for a Faculty Resource Guide for Adaptive Testing of Students with Disabilities. Curriculum and Program Planning Seminar.
PUB DATE- Apr 87
NOTE- 46p.; Ed.D. Practicum, Nova University. For a related paper, see EC 201 702.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Adaptive Testing; *Adjustment (to Environment); Assistive Devices (for Disabled); Community Colleges; Curriculum Development; *Disabilities; Federal Regulation; Guidelines; *Mainstreaming; Postsecondary Education; *Student College Relationship; Two Year Colleges
IDENTIFIERS- Oxnard College CA

The report describes the process and procedures undertaken to recommend topics for a California community college (Oxnard College) faculty resource guide, intended to facilitate test-taking by students with disabilities. An expert panel composed of college administrators, special educators, other faculty members, and community professionals reviewed current literature on the provision of accommodations for disabled students, focusing in particular on visual impairments, motor impairments, speech impairments, specific learning disabilities, and deafness/severe hearing impairments. Federal and state regulations and curriculum issues were also studied, and basic terms identified. Among topics recommended by the expert panel for inclusion in the resource guide were general information regarding adaptations for testing in laboratory settings, the use of readers for the blind, the writing difficulties of motor impaired students, classroom adaptations for deaf and speech impaired students, testing procedures for learning disabled students, and special services available through the testing center. (JW)

ED 290 241
EC 201 702

Jones, Joan
Improving Services to Learning Disabled Students at Oxnard College through the Identification of Referral Sources. Learning Theory.
PUB DATE- Apr 87
NOTE- 35p.; Ed.D. Practicum, Nova University. For a related paper, see EC 201 701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Development; *Delivery Systems; Identification; *Learning Disabilities; Postsecondary Education; *Referral; *Student College Relationship; Student Recruitment; Two Year Colleges
IDENTIFIERS- Oxnard College CA

In order to improve services to learning disabled (LD) students in a California community college setting (and to recruit new students as well as carry out ongoing curriculum adaptations), the study sought to identify sources of referral of LD students to the college special education department. Following a review of relevant literature, data from student files on referral sources of 73 LD students currently enrolled at the college were analyzed. The source of referral of the greatest number of LD students was the college's own Divisions (math/science, vocational/technical, counseling, and essential skills), with local high schools ranking second, other (peers and Department of Social Welfare) ranking third, self-referral fourth, parents/relatives fifth, and the Department of Rehabilitation referring the least number of students. Among recommendations are greater sharing of information on learning disabilities, and initiation of efforts to increase LD enrollment at the institution by extended outreach programs to low identified sources of referral. (JW)

ED 290 242
EC 201 703

Materials on Nursing in the Clearinghouse: Bibliography #16, and Neonatal Intensive Care Units: Bibliography #17.

Illinois Public Health Association, Springfield.

SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- May 87
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bioethics; Birth Weight; Community Health Services; Delivery Systems; *Developmental Disabilities; *Family Programs; High Risk Persons; Infants; Legislation; *Medical Services; *Neonates; *Nursing; Parent Child Relationship; Parenting Skills; Pregnancy

The first of the two bibliographies in this document contains 38 entries on neonatal nursing, including books and journal articles (originally published from 1973 to 1986) dealing with such topics as high-risk pregnancy and delivery, home care of developmentally disabled newborns, and family dynamics. The second bibliography, titled "Neonatal Intensive Care Units," consists of 56 entries (originally published from 1982 to 1987) on topics ranging from legislation affecting the handicapped newborn to related moral and ethical issues, physical care of low birthweight infants, and infant stress under intensive care. (JW)

ED 290 243
EC 201 704

Living with Lowe's Syndrome. A Guide for Families, Friends, and Professionals.
Lowe's Syndrome Association, Inc., West Lafayette, IN.
PUB DATE- 87
NOTE- 24p.; This publication was made possible in part by a grant from the Willen Drug Co., Baltimore, Maryland.
AVAILABLE FROM- Lowe's Syndrome Association, Inc., 222 Lincoln St., West Lafayette, IN 47906 (single copy free, $0.50 each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Congenital Impairments; *Developmental Disabilities; Genetics; Heredity; Identification; Intervention; *Males; Neurological Organization; Parent Child Relationship; Visual Impairments
IDENTIFIERS- *Lowes Syndrome

The document describes Lowe's syndrome, a hereditary condition that affects only males and is typically diagnosed during the first year of life. Effects of Lowe's syndrome on the eyes (cataracts, glaucoma, corneal degeneration, and strabismus) are discussed, as well as related problems with the central nervous system, muscles, kidneys, bones, and teeth. Special health concerns arising from these effects include metabolic imbalance, respiratory illness, and constipation. Additional topics addressed in the guide are prognosis, related information on genetics (including females as carriers and genetic counseling), ongoing research efforts, developmental and educational programming, and family dynamics. The booklet concludes with a brief description of Lowe's Syndrome Association, a nonprofit organization of parents and professionals founded in 1983. (JW)

ED 290 244
EC 201 705

Children with Handicapping Conditions. Regulations of the Commissioner of Education. Subchapter P., Part 200.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
PUB DATE- 26 Feb 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; Child Neglect; Definitions; Delivery Systems; *Disabilities; *Due Process; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Individualized Education Programs; Institutionalized Persons; Prevention; Private Schools; Referral; Special Education; Special Schools; State Aid; *State Legislation; *State Standards; Student Evaluation; Transportation

The paper documents regulations issued by New York's Commissioner of Education dealing with children with handicapping conditions. The 15 subsections of the regulations cover: (1) definitions; (2) board of education responsibilities; (3) committee on special education; (4) procedures for referral, evaluation, individualized education program development, placement, and review; (5) procedural due process; (6) continuum of services; (7) educational program standards for handicapped pupils attending private schools and State-operated or State-supported schools; (8) State assistance for instruction of pupils with handicapping conditions; (9) State reimbursement to private schools and special-act school districts; (10) reimbursement to certain State-operated and State-supported schools for blind, deaf, and severely handicapped children; (11) admission to public schools of children residing in facilities of the Office of Mental Health and the Office of Mental Retardation and Developmental Disabilities or child care institutions; (12) State assistance for transportation of pupils with handicapping conditions; (13) educational programs for autistic pupils; (14) day treatment programs certified by the Office of Mental Health; and (15) procedures for prevention of abuse, maltreatment, or neglect of children in residential placements. (JDD)

ED 290 245
EC 201 706

Special Education in AISD: Context and Program Description. 1985-86.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-85-26

PUB DATE- 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Expenditure per Student; Federal Regulation; Handicap Identification; Learning Disabilities; Local Legislation; Program Costs; *Program Evaluation; *Special Education; State Legislation
IDENTIFIERS- *Austin Independent School District TX

The first part of a 3-year evaluation of the Special Education Program in the Austin (Texas) Independent School District (AISD) was conducted during the first half of the 1985-86 school year. The goals of this first-year evaluation were to describe the programs and services provided to special education students in AISD, compare these programs and services with those required by federal and state law and local policy, and provide decisionmakers with basic context information so that decisions about special education could be better informed. AISD was found to be meeting all legal and regulatory requirements and to be exceeding them in some service areas, specifically in providing transportation services for special education students. AISD's Special Education serves the highest percentage of students of any of the eight largest Texas school districts and identifies larger percentages of students as learning disabled and emotionally disturbed than are identified in other urban Texas school districts (except San Antonio), in the state as a whole , and in the nation. The annual cost for a full-time equivalent special education student is $8,365, nearly three-and-one-half times the cost for a full-time regular education student, with instructional costs comprising two-thirds of the total special education costs. (VW)

ED 290 246
EC 201 707

Special Education Audit. Evaluation Department Report No. 429 and Description of the District's Special Education Programs. Evaluation Department Report No. 429A (Supplement to Report No. 429).
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 24 Jun 86
NOTE- 62p.; Prepared by Lou Barber and Associates, Sacramento, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Cost Effectiveness; *Delivery Systems; *Disabilities; Educational Finance; Elementary Secondary Education; Needs Assessment; *Program Evaluation; Special Classes; *Special Education; Student Placement
IDENTIFIERS- *California (San Diego)

An independent audit of the San Diego (California) special education department was commissioned to examine: (1) whether programs exceed mandates of federal and state law, (2) whether the district has maximized funding sources in reporting programs and costs; and (3) whether alternative service delivery models or community interagency collaboration efforts might be provided at more cost effective levels. Among conclusions were that some services (such as those to students in home or hospital settings and those to large numbers of students identified as seriously emotionally disturbed) exceed requirements, and that the district has not maximized resources (e.g., too many special day class settings and non-optimal reporting procedures). Among 10 recommendations are the following: increase integration of special education students into regular education programs; review agreements with related agencies; review eligibility criteria, placement standards, and need for school provided physical/occupational therapy services; reduce numbers of pupils assigned to programs for seriously emotionally disturbed students; and redistribute instructional personnel service units so that closer to 2.8% of pupils are served in special day classes. A glossary of terms is appended and tables provide such information as instructional personnel service units by program, current program operation by setting, and effects of nonfunded programs. The attached supplementary report by Janet L. McDaid describes the district's special education programs against a background of relevant legislative and administrative information. Seven case studies are also presented to illustrate the different types of services provided. (DB)

ED 290 247
EC 201 708

Miller, C. Arden
Maternal Health and Infant Survival.
National Center for Clinical Infant Programs, Washington, DC.; North Carolina Univ., Chapel Hill, Dept. of Maternal and Child Health.
REPORT NO.- ISBN-0-943657-14-8
PUB DATE- Jul 87
NOTE- 55p.; The work was supported by a Fulbright Award and by a grant from the Ford Foundation.
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th St. N.W., Suite 912, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Weight; Comparative Analysis; *Death; Foreign Countries; Infants; Neonates; Pregnancy; *Prevention; Preventive Medicine; *Public Health; *Public Policy; *Social Services
IDENTIFIERS- *Europe (West); United States

The study examined medical and social services to pregnant women, newborns and their families in 10 European countries and suggested implications for policy and practice in the United States. The 10 countries (Belgium, Denmark, France, Federal Republic of Germany, Ireland, Netherlands, Norway, Spain, Switzerland, and the United Kingdom) tend toward better birth weights and infant survival than does the United States. Important demographic differences between the United States and Western Europe are highlighted and include substantially lower rates of teenage pregnancy, abortion and childbearing in Europe. Key reasons for better European performance are identified as: (1) easily understood and available provider systems; (2) removal of all barriers (especially economic) to services; and (3) linking of prenatal care to comprehensive social and financial benefits. Financing systems for health care varied among countries with insurance and social security programs predominant. Individual chapters look at study purpose, method and sources, national characteristics, maternity related services and benefits, considerations for U.S. policy, conclusion and national synopses. It is concluded that the issue of infant survival is neither medical nor financial but political. (DB)

DOCUMENT RESUME

ED 290 248
EC 201 709

Cooney, Margaret H.
Meeting the Social and Sexual Needs of Disabled Students: A Counseling Challenge.
PUB DATE- [86]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Child Development; *Counseling Techniques; *Developmental Psychology; *Disabilities; Early Childhood Education; Elementary Secondary Education; Individual Needs; Self Concept; *Sexual Identity; *Sexuality; *Social Development
The paper discusses the social and sexual developmental needs of disabled students, who are often viewed as asexual beings, and describes ways counselors can help disabled students recognize and fulfill such needs. The human needs of the handicapped student are described at three life stages. In the developmental years, from infancy to 5 years, the child has such needs as to be emotionally loved, to be physically loved and held, to receive social skill training, and to play with children his or her own age. In the formative years, covering age 6 to 13 years, the child needs to develop a positive self-concept, to clarify values, to develop appropriate social and sexual behavior, to be able to talk with parents about sexuality and social concerns, etc. The third stage, adolescence (age 14 to 19 years), is a time for further development of the student's sexual identity and positive body image. Counseling strategies involve being aware of the students' social and sexual needs; being aware of one's own attitudes and consequent behaviors; encouraging interaction between the counselor and special education teachers, parents, and families; and encouraging social interaction between disabled and able-bodied students at school. (JDD)

ED 290 249
EC 201 710

Arterburn, Daniel; And Others
Community Options for Transitional Employment.
PUB DATE- 21 Apr 87
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Cooperative Education; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Programs; High Schools; Junior High Schools; *School Business Relationship; *Vocational Education; Work Experience Programs
IDENTIFIERS- California; Supported Work Programs

A community based (Conejo Valley, California) vocational program was designed to give handicapped junior and senior high school students a variety of real world experiences in the natural setting. Advantages of the community based approach include immediate transfer of learning, opportunities for generalization, provision of role models by other employees, and realistic work behavior requirements. Students are paid by the corporate employer and receive work experience credit. Student interns are requisitioned by company departments and the school system contacts special education staff and parents. Unique elements of the program include job coaches provided by the company, group structure providing students with a support group, presence of the school district instructor on the job site to provide instruction occurring on the job site, and the wage stipend provided by the employer. Participation by the corporation since 1985 has demonstrated that none of the original concerns (such as the amount of training necessary) were warranted. Among suggestions for implementation of such a program are the building of personal relationships with business and industry, surveying the needs of the local labor market, using job coaches or mentors, and presentation to corporate personnel by school district personnel of a workshop on handicap awareness. (DB)

ED 290 250
EC 201 711

Investigation of Alleged Scientific Misconduct on Grants MH-32206 and MH-37449. Final Report and Summary.
National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 28 Apr 87
NOTE- 328p.; Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Drug Therapy; *Ethics; *Mental Retardation; *Research Methodology
IDENTIFIERS- *Bruening (Stephen)

The report presents results of a Department of Health and Human Services (DHHS) investigation into alleged scientific misconduct by Dr. Stephen Bruening in relation to two federally supported projects concerning tardive dyskinesia in retarded populations and stimulant drug use with mentally retarded children. The investigative panel of scientists unanimously concluded that Dr. Breuning knowingly, willfully, and repeatedly engaged in misleading and deceptive practices in reporting results of research, that he did not carry out the research, and that only a few of the experimental subjects described in publications were ever studied. The detailed report has sections on: investigation background, the panel formation and purpose, methods and process, research sites, panel findings, impact of the reported research on the field, conclusions, and recommendations. Most of the document consists of appendixes including the following: initial letter bringing the matter to DHHS attention; Bruening biographical material; individuals interviewed by the panel; sites visited by the panel; publications reviews by the panel and their analysis; and analyses of studies reported under the federal grant on stimulant drug use. (DB)

ED 290 251
EC 201 712

Svec, Henry; Bechard, Joseph
Social Skills Training for Behavior Disordered Students: A Meta-Behavioral Model.
PUB DATE- [84]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Behavior Disorders; Behavior Modification; *Generalization; Individual Differences; *Interpersonal Competence; *Metacognition; Models; *Transfer of Training

The paper proposes a model which combines traditional metacognitive explanations for the acquisition of social skills in behaviorally disordered adolescents with situationally specific environment variables. Research is reported suggesting that newly learned social skills may not generalize to a wider variety of real life situations because social ability is specific to situation and task demands. The "meta-behavioral" model stresses the need to consider such variables as situational characteristics, task demands, and personal characteristics in predicting and improving the social skills performance of this population. (Author/DB)

ED 290 252
EC 201 713

Levine, Sheri
Improving Motivation and Skills toward Oral Reading for Third Grade Learning Disabled Auditory Deficit Students.
PUB DATE- 12 Jun 87
NOTE- 94p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aural Learning; Educational Therapy; Grade 3; Intervention; *Learning Disabilities; *Listening Skills; *Motivation Techniques; *Oral Reading; *Perceptual Handicaps; Primary Education; *Reading Instruction; Student Motivation; Teaching Methods

The practicum's goal was to improve the listening skills, oral reading skills, and motivation toward oral reading of six learning-disabled third-grade students with auditory deficits. An intervention plan incorporated directed lessons, filmstrips, tapes, prepractice reading sessions, motivational techniques, and various auditory-visual activities. Through the use of such assessment instruments as a classroom teacher observation survey, oral reading attitude survey, pre- and post-oral reading inventory, and weekly student evaluations, the study's results showed that all of the students made significant improvement in their word attack skills, oral reading, and motivation toward oral reading. (Author/JDD)

ED 290 253
EC 201 714

Shaw, Stan F.; Shaw, Sarah R.
Learning Disability College Programming. A Bibliography.
PUB DATE- Aug 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- College Students; *Education Work Relationship; Handicap Identification; Instructional Effectiveness; Interpersonal Competence; *Learning Disabilities; *Postsecondary Education; Program Evaluation; Student Characteristics; Young Adults

The bibliography on issues related to postsecondary programming for the learning disabled contains approximately 160 references to studies published between 1980 and 1987. An introductory section notes the little agreement and lack of data regarding the appropriateness of various program models, the utility of different approaches to diagnosis, and the effectiveness of instructional techniques. References include information on the following topics: current research concerning the transition from high school to college, adult learning disabilities diagnosis, characteristics of learning disabled college students, social skills of learning disabled adults, vocational preparation, effectiveness of academic and social interventions, and program evaluation. (DB)

ED 290 254
EC 201 715

Garwood, S. Gray
Political, Economic and Practical Issues Affecting the Development of Universal Early Intervention for Handicapped Infants.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; *Disabilities; Due Process; *Economic Factors; Eligibility; *Federal Legislation; Infants; *Intervention; *Political Influences
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

The paper reviews factors affecting the success of handicapped infant intervention programs. The absence of political leadership and support at the federal level, caused by changing political and economic conditions, is discussed. The practical programmatic issues affecting infant intervention which are considered include setting, staffing, handicap identification, and eligibility. A strategy for achieving universal intervention for handicapped and at risk infants is proposed which builds on existing political culture and law, especially Public Law 98-199, an amendment to the Education for All Handicapped Children Act which provides money to the states to develop and implement special education and related services to handicapped children from birth through 5 years of age. Additionally, Public Law 99-457, the Education of the Handicapped Act Amendments, 1986, uses a "bottom-up" approach by providing states with financial assistance to implement early intervention services to handicapped infants birth to 2 and their families. Provisions of this law are outlined in a summary which defines and explains "early intervention services," general eligibility criteria, the individualized family service plan, procedural safeguards, use of funds by the state as payor of last resort, and the role of the State Interagency Coordinating Council. (DB)

ED 290 255
EC 201 716

Renick, Mari Jo
Measuring the Relationship between Academic Self-Perceptions and Global Self-Worth: The Self-Perception Profile for Learning Disabled Students.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- HD-09613
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Competence; *Intelligence; Interpersonal Competence; *Learning Disabilities; Performance; *Private Schools; Secondary Education; *Self Esteem; *Self Evaluation (Individuals)

The study examined the relationship between perceptions of intellectual ability, competence at specific academic subjects, and feelings of global self-worth in 166 learning disabled (LD) adolescents (ages 12-18) attending a private school for LD students. It used the Self-Perception Profile for Learning Disabled Students developed by M. J. Renick and S. Harter which contains subscales tapping students' Social Acceptance, Athletic Competence, Behavioral Conduct, Physical Appearance, and Global Self-Worth, in addition to separate subscales measuring LD students' perceptions of intellectual ability and competence at reading, spelling/writing, and math. The results indicated that: (1) LD students revealed higher perceptions of intellectual ability than perceived competence in each of the academic domains; (2) the degree to which students feel they are intelligent has little relationship to their academic performance; (3) self-worth is correlated more highly with perceived intellectual ability than with academic performance; and (4) for this sample, perceptions of intelligence and self-worth increase with age while academic performance decreases slightly. Variances in findings from an earlier study indicate that socialization factors may be more favorable in a private academic program for LD students than in public school resource rooms. (Author/VW)

ED 290 256
EC 201 717

Guess, Doug; And Others
Use of Aversive Procedures with Persons Who Are Disabled: An Historical Review and Critical Analysis. Volume 2, No. 1.
Association for Persons with Severe Handicaps, Seattle, WA.
PUB DATE- 87
NOTE- 72p.; Print in appended tables is small.
AVAILABLE FROM- Association for Persons with Severe Handicaps, 7010 Roosevelt Way, N.E., Seattle, WA 98115 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitudes; *Behavior Modification; Counselor Client Relationship; Demography; *History; *Outcomes of Treatment; Physician Patient Relationship; Professional Associations; *Punishment; *Severe Disabilities; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *Association for Persons with Severe Handicaps

This monograph addresses the assumptions underlying a resolution calling for a termination of the use of aversive procedures to modify the behavior of persons with severe disabilities that was passed in 1981 by the Executive Board of The Association for Persons with Severe Handicaps. It provides both data and arguments to support the original concerns that led to passage of the resolution, going beyond the analysis of treatment efficiency, although that is included, to address how the history of using aversive procedures might have affected professional attitudes and perceptions towards persons with severe disabilities. The monograph (1) reviews the published studies that have used aversive procedures with persons who are disabled, especially individuals classified as mentally retarded or emotionally disturbed; (2) provides a demographic analysis of persons with disabilities, emphasizing the settings where these studies were conducted and the age of the subjects; (3) addresses issues related to the outcomes of the history of using aversive procedures as they affect both the behavior of the recipients of the procedures and those who use them. Issues raised include comparisons with populations of nondisabled persons, interpretive analyses concerning concepts of depersonalization, and the spread effect of using aversive procedures for questionable target behaviors. Twelve tables detail findings of the literature review; 16 additional tables are appended. (VW)

ED 290 257
EC 201 718

Weber, Michael R.
Adults Confronting Adults in a Positive and Effective Manner.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the National Conference on Severe Behavior Disorders (Tempe, AZ, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; *Communication Skills; *Conflict Resolution; *Disabilities; Elementary Secondary Education; Interpersonal Relationship; *Interprofessional Relationship; Parent Teacher Conferences; *Teacher Administrator Relationship; *Teacher Behavior

Many teachers in the Sheboygan (Wisconsin) Area School District's alternative programs use principles taught to behavioral disordered students for confronting and handling difficult situations when they must confront other adults in the school system about their concerns and problems. A positive and effective adult confrontation process is outlined comprising ten components: (1) understand the other person's perspective; (2) know your perspective; (3) determine differences in perspectives; (4) isolate the major concern; (5) use a positive introduction; (6) get to the point quickly; (7) respect the other person; (8) control your temper; (9) encourage responses by asking questions; and (10) thank them. The use of positive confrontation when problems arise has increased educational opportunities for the students and reduced tension between the special education teachers and the people with whom they work. Mainstream teachers are more receptive and responsive to their students and administrators are more supportive of their programs. Additionally, students learn from the teachers' example and communications with parents are more effective. Transparencies used during the presentation of this paper are included. (VW)

ED 290 258
EC 201 719

Diserio, Theresa R.; Serafica, Felicisima C.
Peer Relations of Autistic Persons: Longitudinal Changes, Group Comparisons, and Correlations.
PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Age Differences; *Autism; Children; *Interpersonal Competence; *Peer Relationship

The research examined the peer relations of autistic children and adults. In the first study, six autistic males (ages 6-21 years) were observed over a 1-year period. Results indicated that statistically significant improvements in peer relations were not observed over the 1-year period. Subsequently the peer relations of 11 autistic persons (ages 6-22 years) were compared at a single point in time to that of 11 developmentally delayed and 8 normal subjects matched for mental age. Older autistic individuals were significantly more likely to interact with adults and significantly less likely to interact with peers than the younger autistic subjects. When the autistic subjects did interact with peers these interactions were similar to those of matched developmentally delayed and normal subjects. Results suggested that autistic persons do make advances in their interactions with adults (but not in peer relations) with increasing age though these changes are not noticeable over a 1-year time span. (Author/DB)

ED 290 259
EC 201 720

Murphy, Harry J., Ed.
Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (2nd, Northridge, California, October 16-18, 1986).
California State Univ., Northridge. Office of Disabled Student Services.
PUB DATE- 87

NOTE- 302p.; For selected individual papers, see EC 201 721-722 and EC 201 724-734. For the 1985 Proceedings document, see ED 276 233.
AVAILABLE FROM- California State University Foundation, Office of Disabled Student Services, 18111 Nordhoff St., Northridge, CA 91330 ($14.95; California residents enclose $15.92).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Adult Basic Education; Braille; Computer Software; *Computer Uses in Education; *Disabilities; Educational Media; Elementary Secondary Education; Interactive Video; Interpersonal Competence; Problem Solving; *Rehabilitation; *Special Education; Telecommunications; Vocational Rehabilitation; Writing Instruction

The following 25 papers (with their authors) are presented from a conference on computer technology in special education and rehabilitation: "Computers for Business--Computers for Life" (I. Keith Austin); "Rehabilitation and the Computer: How to Find What You Need" (Thomas Backer); "Computer Access Alternatives for Visually Impaired People in Employment Situations" (James Bliss); "Interactive Video Instruction for Hearing Impaired Students" (Daniel Campbell); "Laserdisc Technology in the Classroom" (Kim Creighton); "Telecommunications: A New Horizon for the Handicapped" (Pat Cunningham and Joan Gose); "Developing a Writing Lab for Older Disabled Students: Beyond Bank Street" (Farah Fisher); "Reducing the Anxiety in Computer Training" (Farah Fisher); "The Computer Access Project: A Program Model for Vocational Training and Placement for Individuals with Moderate to Severe Cerebral Palsy" (Susan Fleischmann); "Computer Use as a Tool in Vocational Preparation and Adult Basic Educational Curriculums" (Marguerite Harmon and Matthew Frantz); "Computer Aptitude: Learning Disabled Versus Non-Learning Disabled Junior High School Students" (J. Dixon Hearne, et al); "Social Skills Development and Microcomputer Use for Handicapped Adolescents" (Marie Hegwer, et al); "Standard Software for Our Not-So-Standard Hardware" (Tim Hendtlass); "Give Me Tools and I Will Do the Job" (Arthur Heyer); "Tactile Graphic Braille Display" (David Jaffe); "Adaptive Positioning" (Dennis Kviz); "Software for the Atypical and Severely Handicapped Student" (Jude Levine); "Low Cost High Tech: People, Equipment, and Money Resources" (Aimee Luebben); "Software Analysis for Educational and Clinical Utilization" (Aimee Luebben); "Contemporary Applications of Computer Technology: Development of Meaningful Software in Special Education/Rehabilitation" (Russell Mills); "An Interactive Videodisc-Computer Language Program" (R. Scott Osksa); "The Sonoma Voice: An Inexpensive VOCA" (Bob Russell); "The Importance of Keyboarding Skills in Computer Usage with the Handicapped" (Thomas Saka); "Adapting Microcomputers for Special Needs Adults at Pearson Hospital" (Edward Summers, et al); "The Child with Attention Deficit Disorder: Finding a Safe Place to Learn Problem Solving" (Cynthia Terwilliger). (DB)

ED 290 260
EC 201 721

Backer, Thomas
Rehabilitation and the Computer: How To Find What You Need.
PUB DATE- Oct 86
NOTE- 13p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Assisted Instruction; *Computers; *Computer Software; *Disabilities; Evaluation Methods; Professional Associations; *Rehabilitation

The paper is intended to help rehabilitation professionals use computer hardware and software in serving their clients and improving their professional associations and practices. Four types of computer applications are addressed (examples in parentheses): (1) assistive devices (environmental control systems, writing devices); (2) software to help in the rehabilitation process (computer-assisted learning systems); (3) client assessment software (computer-assisted psychological/vocational testing); and (4) software to enhance the management of rehabilitation organizations (word processing and report writing systems). In each of these areas, five processes necessary for successful use of computer technology are considered: goal definition, search, strategic planning, implementation, and maintenance. (CL)

ED 290 261
EC 201 722

Creighton, Kim

Laserdisc Technology in the Classroom.

PUB DATE- Oct 86
NOTE- 8p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computers; *Disabilities; *Educational Technology; Elementary Secondary Education; *Lasers; *Learning Processes; Online Systems; *Optical Disks; Teaching Methods

The use of the laserdisc in the classroom is described. Major advantages of the laserdisc are durability and large information storage capacity. Connecting the laserdisc with a microcomputer allows quick access to and interaction with the information it contains. Five uses of the system are further discussed: archival, demonstration, illustration of a lecture, interactive, and student reports. (CL)

ED 290 262
EC 201 724

Fleischmann, Susan
The Computer Access Project: A Program Model for Vocational Training and Placement for Individuals with Moderate to Severe Cerebral Palsy.

PUB DATE- Oct 86
NOTE- 15p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cerebral Palsy; *Computers; Computer Software; Employment; Input Output Devices; *Severe Disabilities; *Vocational Education

The Computer Access Project offers specialized vocational training to individuals with severe physical disabilities. Ten participants, who were once thought unemployable, were given training in two areas of software applications (computer-aided drafting and bookkeeping). Student selection is described, and the importance of motivation noted. Individualized adaptations of the hardware and software for each student are reviewed, including headsticks, keyguards, and communication devices. Information on the 10 students is summarized. The paper suggests different courses of action and briefly describes the next phase, in which practical work experience is emphasized. (CL)

ED 290 263
EC 201 725

Harmon, Marguerite; Frantz, Matthew
Computer Use as a Tool in Vocational Preparation and Adult Basic Educational Curriculums.
PUB DATE- Oct 86
NOTE- 21p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adults; *Computer Literacy; *Computers; *Deafness; Employment; *Hearing Impairments; *Job Skills

A 3-year project has helped deaf workers and students acquire basic computer operating skills. Local labor market aspects were assessed through an Index Rating System with 113 different employers and 279 job profiles. Research was conducted regarding academic achievement for the hearing impaired and adult basic education population. Specific curriculum components for the career awareness and computer literacy areas are described. The adult basic education program is also briefly reviewed. Evaluation data are summarized, and implications noted, including the prevalence of unrealistic educational expectations by employers. (CL)

DOCUMENT RESUME

ED 290 264
EC 201 726

Hearne, J. Dixon; And Others

Computer Aptitude: Learning Disabled versus Non-Learning Disabled Junior High School Students.

PUB DATE- Oct 86
NOTE- 13p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; *Computer Literacy; *Computer Uses in Education; Junior High Schools; *Junior High School Students; *Learning Disabilities; Sex Differences

The study examined computer aptitude among 56 learning disabled (LD) and 56 non LD junior high students. Students were administered the Computer Aptitude, Literacy, and Interest Profile (CALIP). Results revealed no significant difference in computer aptitude among groups or between male and female non LD students. A significant difference was found between the computer aptitude of male and female LD students. Findings offered no support for proposed differences in reasoning ability or mental processes among LD students. (CL)

ED 290 265
EC 201 727

Hegwer, Marie; And Others
Social Skills Development and Microcomputer Use for Handicapped Adolescents.
PUB DATE- Oct 86
NOTE- 18p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Behavior Patterns; Case Studies; Computer Literacy; Computer Uses in Education; Development; *Emotional Disturbances; *Interpersonal Competence; *Microcomputers; Secondary Education; *Time on Task

An 8-week observational study of the behavior, on and off the computer, of a class of seriously emotionally disturbed adolescents was performed. In addition, an in-depth case study of a single student revealed that the student was able to maintain the most on-task behavior when paired with another student on a computer activity. Analysis of the target student's social behavior suggested three issues to consider when using the microcomputer to develop social interaction skills: (1) physical/environmental factors; (2) self-concerns, such as knowledge, behavior, and growth and development; and (3) interaction issues. Three appendixes include information on software and books useful for developing social skills. (CL)

ED 290 266
EC 201 728

Heyer, Arthur
Give Me Tools and I Will Do the Job.

PUB DATE- Oct 86
NOTE- 12p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; Input Output Devices; Personal Narratives

A disabled man describes several types of assistive equipment that help in his daily life. He begins with a discussion of a new mouthstick design, which he says is the cornerstone of his functional independence. He proceeds to describe a turntable desk which provides access to surrounding items, a swingaway portable desk which he carries on his wheelchair, a stick-on key-lock which allows one-handed or mouthstick users to depress two or more keys of a keyboard simultaneously, an easy load diskette system, a typewriter-printer with paper loader, a blanket remover and a tongue operated telephone arrangement. (CL)

ED 290 267
EC 201 729

Levine, Jude Curtis
Software for the Atypical and Severely Handicapped Student.
PUB DATE- Oct 86
NOTE- 16p.; In: Murphy, Harry J., Ed.; Computer Technology/Special

Education/Rehabilitation: Proceedings of the Conference
(Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Basic Skills; *Computer Assisted Instruction;
*Computer Software; *Disabilities; Elementary Secondary Education

The Basic Skills Keyboards is a software program that features a variety of game files presented in ways tied to the cognitive deficits associated with autism. The program is based on the hypothesis that such students have problems with cause-effect, means-end, and personal agency, and would develop a working knowledge of these relationships via the program. Operation and development of the approach are reviewed, and results of a pilot application suggest that the method has promise. Further development of the program resulted in five additional files geared to a more complex level of functioning. (CL)

ED 290 268
EC 201 730

Luebben, Aimee
Software Analysis for Educational and Clinical Utilization.
PUB DATE- Oct 86
NOTE- 13p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Computer Software; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Therapy
IDENTIFIERS- L and J Software Analysis Checklist II

The L&J Software Analysis Checklist II was designed to assess the therapeutic value of software for educational and clinical utilization. Its three sections focus on program specifics, skill area components (such as sensory motor, cognitive, perceptual, psychosocial and life skills), and other information. Each of the skill area components is further broken down. Information is presented on sources of inexpensive or free software (including liquidation catalogs and public domain software). (CL)

ED 290 269
EC 201 731

Mills, Russell
Contemporary Applications of Computer Technology: Development of Meaningful Software in Special Education/Rehabilitation.

PUB DATE- Oct 86
NOTE- 12p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auditory Training; Communication Aids (for Disabled); Computer Software; *Computer Uses in Education; *Disabilities; Memory; *Microcomputers; Perceptual Development; *Program Development; *Rehabilitation; Visual Learning
IDENTIFIERS- *Brain Link Software

Four elements of clinical programming must be considered during development in order for a software program to be truly useful in rehabilitation: presentation of a useful task; treatment parameters selectable by clinicians; data collection/analysis; and authoring capability. These criteria govern the development of all Brain-Link Software products. The Brain-Link system features products for training auditory comprehension/auditory memory, visual perception/memory, reading/memory, and memory patterns. A Visible Speech Aid is a hardware/software package which allows visualization of tracings of pitch, amplitude and rhythm of spoken utterances. (CL)

ED 290 270
EC 201 732

Osksa, R. Scott
An Interactive Videodisc-Computer Language Program.
PUB DATE- Oct 86
NOTE- 16p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Computers; *Deafness; Elementary Secondary Education; *Interactive Video; *Language Acquisition; *Videodisks
IDENTIFIERS- California School for the Deaf

An interactive videodisc program at the California School for the Deaf, Riverside, has been used to motivate language and reading experiences and increase communication skills. Improvement in hardware and software design over the course of the project period is noted and described. An authoring system has been developed which allows teaching language tasks using nine different types of questions, including sequencing, grammar, completion, and categorization. The school's new lab consists of 11 interactive systems with an extensive library of videodiscs in science and space, literature, entertainment, math, history, and other subjects. (CL)

ED 290 271
EC 201 733

Saka, Thomas
The Importance of Keyboarding Skills in Computer Usage with the Handicapped.
PUB DATE- Oct 86
NOTE- 11p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Computers; *Developmental Disabilities; *Keyboarding (Data Entry); Skill Development; Typewriting

Five adults with developmental disabilities participated in a keyboard skills training program employing color coded keys and typing drills. Through typing skills, the subjects were taught basic computer operations such as taking disk directories, loading programs and executing the programs. Repetitious learning was the model used. Data collected daily on words per minute and accuracy revealed consistent increases in mean typing speed with slight increases in accuracy. (CL)

ED 290 272
EC 201 734

Terwilliger, Cynthia
The Child with Attention Deficit Disorder: Finding a Safe Place To Learn Problem Solving.

PUB DATE- Oct 86
NOTE- 9p.; In: Murphy, Harry J., Ed.; Computer Technology/Special Education/Rehabilitation: Proceedings of the Conference (Northridge, CA, October 16-18, 1986); see EC 201 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Attention Deficit Disorders; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Problem Solving

Computers can create an atmosphere of success for children with attention deficit disorders (ADD). Appropriate software can help to encourage creative and imaginative ideas with judgment temporarily suspended. Software which may be useful in this attempt is reviewed, and three suggestions are made for parents and teachers: (1) assemble existing software and design a problem solving program; (2) prepare programs from printed materials; or (3) adopt and modify a program that was designed for non learning disabled students. (CL)

ED 290 273
EC 201 735

Snow, Mary B.
Survey of Programs for Low-Achieving Students: Practices, Opinions, and Recommendation.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Jan 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Educational Needs; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Learning Problems; Low Achievement; *Needs Assessment; *Remedial Instruction; Rural Education; *State Surveys; Teaching Methods; Urban Education
IDENTIFIERS- *Nevada

A survey of 40 school personnel responsible for remedial and special education in Nevada school districts was conducted to determine diagnostic tools and remedial programs for students with dyslexia and other learning problems. Major findings included the following: that 86.5% of school districts have a systematic process for identifying students with learning problems; that the most common identification measures are an achievement battery followed by teacher ratings and individual intelligence tests; that 51.4% of respondents said students with learning problems were not receiving needed services; that more respondents in rural than urban areas reported students in need of services; that 75.7% believed a wide selection of tests should be available for diagnostic purposes; and that all respondents believed teachers needed a wide selection of instructional approaches to coincide with individual learning styles and student needs. Recommendations for improvement included inservice for teachers and administrators on effective methodology, a statewide compensatory education program, reduction in class size, increased funding for direct services while improving existing programs, and design of new specific interventions. (DB)

ED 290 274
EC 201 736

Huntington, Gail S.
Maternal and Handicapped Child Characteristics Associated with Maternal Involvement Behavior.

PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research and Development in Children (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Stages; *Disabilities; Early Childhood Education; *Infants; *Locus of Control; *Mothers; *Parent Child Relationship; *Parent Participation; Personality; Socioeconomic Status

Eighty-six mother-infant pairs were studied to determine the extent to which maternal and child variables predicted maternal involvement. The infants, ranging in age from 3-36 months, were examined on temperament and developmental status. Maternal characteristics studied were temperament, locus of control, and socioeconomic status. Criterion variables were the amount, quality, and appropriateness of the mother's involvement with her child. Maternal locus of control was found to be the strongest predictor; those mothers who felt some control over their lives were likely to be involved with their handicapped child in warmer, more accepting ways that more closely matched their child's interest and abilities. (JDD)

ED 290 275
EC 201 737

Rochford, Kevin
Students' Visual Learning Disabilities and Under-Achievement in Selected Science Subjects.

PUB DATE- Apr 87
NOTE- 54p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; College Students; *Diagnostic Tests; Higher Education; *Learning Disabilities; Learning Problems; Molecular Structure; *Perceptual Handicaps; Pictorial Stimuli; *Spatial Ability; Underachievement; Visual Measures; *Visual Perception

Two experiments were conducted to assess the performance of freshmen chemistry students with poor spatial visualization skills. In the first experiment, 31 chemistry students with academically deficient backgrounds completed a diagnostic test of their ability to visualize and interpret pictorial representations of simple molecular structures. At the end of their first semester of chemistry in a special academic support program, it was found that the 19 chemistry students who had failed the diagnostic test underachieved significantly as a group compared to the other 12 chemistry students, while no differences occurred between the two groups on an English language proficiency test. This finding was confirmed with 93 students enrolled in the traditional first year chemistry course, where students who failed the diagnostic molecular structure test underachieved consistently as a group, relative to their spatially able peers. (JDD)

ED 290 276
EC 201 738

Culbert, Linda A.
Rett Syndrome.
International Rett Syndrome Association, Inc., Fort Washington, MD.
PUB DATE- [87]
NOTE- 16p.; The document contains small print.
AVAILABLE FROM- International Rett Syndrome Association, Inc., 8511 Rose Marie Dr., Fort Washington, MD 20744 ($1.39, includes postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Techniques; *Congenital Impairments; Drug Therapy; Educational Therapy; *Etiology; Females; Individual Characteristics; Individual Development; Medical Services; Mental Retardation; *Neurological Impairments; Seizures; *Training Methods
IDENTIFIERS- *Rett Syndrome

This pamphlet reviews the historical process involved in initially recognizing Rett Syndrome as a specific disorder in girls. Its etiology is unknown, but studies have considered factors as hyperammonemia, a two-step mutation, a fragile X chromosome, metabolic disorder, environmental causation, dopamine deficiency, and an inactive X chromosome. Characteristics of Rett Syndrome include onset during the second year of life, acquired microcephaly, stereotypical hand movements, ataxia, and a consequent classification as severely or profoundly retarded. Girls with Rett Syndrome have secondary problems such as scoliosis, seizures, respiratory problems, teeth-grinding, communication disorders, and poor motor skills. Some medications have been effective in controlling the seizures, such as "Tegretol," "Depakene," "Dilantin," and "Clonopin-Clonazepam." Special teaching techniques consist of music therapy, swimming therapy, tactile stimulation, horseback riding, etc. Adapted classroom equipment appropriate for use with Rett Syndrome children includes scoliosis jackets, corner chairs and other adapted chairs, bolster rolls, vestibular boards, large balls, and wheelchairs. (JDD)

ED 290 277
EC 201 739

Suggestions for Educational and Therapeutic Interventions with the Rett Syndrome Child.

International Rett Syndrome Association, Inc., Fort Washington, MD.
PUB DATE- [87]
NOTE- 30p.
AVAILABLE FROM- International Rett Syndrome Association, Inc., 8511 Rose Marie Dr., Fort Washington, MD 20744 ($2.56, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Congenital Impairments; Early Childhood Education; *Educational Therapy; Elementary Secondary Education; Females; Individual Characteristics; *Intervention; Mental Retardation; *Neurological Impairments; Student Behavior; *Training Methods
IDENTIFIERS- *Rett Syndrome

This paper comprises a compilation of nine case studies of girls (aged 4-16 years) with Rett Syndrome. The educational settings involved are various and include private day school, public elementary school in both integrated and special needs classrooms, and a county-operated preschool program for handicapped children. Each case study outlines the student's behavior, including such behaviors as the hand wringing common with Rett Syndrome children, hyperventilation, breath-holding, the ability of some to walk independently, etc. Suggested educational and therapeutic intervention activities that have been found effective are described, such as total communication approaches, hydrotherapy, bubbles, musical instruments, physiotherapy, eye-pointing, and cause and effect activities. (JDD)

ED 290 278
EC 201 740

Percy, Alan
International Conference on Rett Syndrome (4th, Vienna, Austria, October 2-5, 1986). Synopsis.
International Rett Syndrome Association, Inc., Fort Washington, MD.
PUB DATE- Oct 86
NOTE- 17p.
AVAILABLE FROM- International Rett Syndrome Association, Inc., 8511 Rose Marie Dr., Fort Washington, MD 20744 ($1.39, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021) Information

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Clinical Diagnosis; *Congenital Impairments; Epidemiology; Epilepsy; Etiology; Females; *Genetics; *Medical Services; Mental Retardation; *Neurological Impairments; Prediction
IDENTIFIERS- *Rett Syndrome

Presentations from speakers at a conference on Rett Syndrome are summarized. The presentations focused on Rett Syndrome's genetic basis and identification as a clinical syndrome, involving, among other things, mental subnormality, epilepsy, infantile spasms, hand stereotypes, and poor hand use. Also discussed were: Rett Syndrome's predictive factors; differential diagnosis; incidence; age of onset; epidemiology; studies of sleep analysis and catecholamine measurements; treatment with steroids, bromocriptine, and music therapy; ratio of male/female patients; case studies; and resulting family stress. (JDD)

ED 290 279
EC 201 741

Coleman, Kathleen A.
Music Therapy: A Therapeutic Intervention for Girls with Rett Syndrome.
International Rett Syndrome Association, Inc., Fort Washington, MD.
PUB DATE- 23 May 87
NOTE- 15p.; Some print marginally legible. Paper presented at the Annual Conference of the International Rett Syndrome Association (May 23, 1987).
AVAILABLE FROM- International Rett Syndrome Association, Inc., 8511 Rose Marie Dr., Fort Washington, MD 20744 ($1.39, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; *Congenital Impairments; *Educational Therapy; Elementary Secondary Education; Females; Intervention; *Music Therapy; *Neurological Impairments; Outcomes of Treatment; Teaching Methods; Therapists; Training Methods
IDENTIFIERS- *Rett Syndrome

The paper reviews music therapy, the educational background of music therapists, music therapy's various settings, and its use as an intervention with girls with Rett Syndrome. Sample music therapy programs for three girls (aged 5, 14, and 20 years) with Rett Syndrome are presented. The sample programs provide: student descriptions; the girls' response to music therapy intervention; and goals, objectives, and strategies of the therapy. A section on obtaining music therapy services discusses effective advocacy activities to persuade the public schools to hire or contract with a music therapist, or acquisition of such therapy privately. Appendices include a list of equipment suppliers, and lyrics and music to a song written by the author. (JDD)

ED 290 280
EC 201 742

Berkowitz, Monroe; And Others
Social Security Disability Programs: An International Perspective, Austria, Canada, Finland, Israel, Sweden, Netherlands, Federal Republic of Germany, England. Monograph Number Forty-One.
Rehabilitation International, New York, N.Y.; World Rehabilitation Fund, Inc., New York, NY.

REPORT NO.- ISBN-0-939986-55-8
PUB DATE- 87
NOTE- 162p.; A publication of the International Exchange of Information in Rehabilitation.
AVAILABLE FROM- World Rehabilitation Fund, Inc., 400 East 34th St., New York, NY, 10016.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Area Studies; Comparative Analysis; *Disabilities; Eligibility; Financial Support; *Foreign Countries; International Studies; Program Administration; *Public Policy; *Rehabilitation; Vocational Rehabilitation; *Welfare Services
IDENTIFIERS- Canada; Europe; Israel

The papers in this volume synthesize international disability policies, providing a cross-national perspective on disability definitions, the criteria for entitlement to disability benefits, and measures to facilitate a return to work for disabled individuals. Two papers, which were presented at the International Research Conference on Social Security Disability Programs held April 14-15 1986 make up the bulk of the book. Monroe Berkowitz and David Dean synthesize the common features of eight national disability programs (in Austria, Canada, Finland, the Federal Republic of Germany, Israel, the Netherlands, Sweden, and the United Kingdom) and compare their program administration, criteria for receiving benefits, financing, legal issues, and rehabilitation approaches. Peter Mitchell focuses on the unique objectives of each program, the extent of benefits and services provided, links to vocational rehabilitation, and the range of ancillary services for program beneficiaries, highlighting the policy choices of each nation and their effects on disabled individuals. Appendices contain definitions of disability, a selected bibliography, and a list of publications by the World Rehabilitation Fund. (JDD)

DOCUMENT RESUME

ED 290 281
EC 201 743

Avazian, Karyn Lorraine Wood
The Effects of Learning Disabilities on a Child's Self-Concept.
PUB DATE- May 87
NOTE- 40p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary Secondary Education; *Intervention; Knowledge Level; *Learning Disabilities; Mainstreaming; Parent Education; *Self Concept; Self Esteem; Student Placement; Teaching Methods

The review of the literature focuses on research assessing the effects of learning disabilities on a child's self-concept. After an introduction, definitions of "learning disabilities" and "self-concept" are offered. The literature on effects of learning disabilities on self-concept in elementary, middle, and high school age children is then reviewed. Self-concept and academic achievement in learning disabled children is then considered. A separate section considers treatments for increasing self-concept in learning disabled children including the following: providing information about the disability, parent training, hypnotherapy, teaching strategies, classroom strategies, and classroom placement. The research indicates that learning disabled children have lower academic and general self-concepts than nondisabled peers with a positive, consistent relationship between academic achievement and self-concept. Results of intervention efforts have shown an increase in self-concept and/or academic achievement immediately following intervention with a lack of follow-up data concerning enduring effects. Studies also indicated the optimal placement for learning disabled children to be in the mainstream with adequate special supports; and that children and parents need to have the etiology, clinical manifestations, and possible sequela of learning disabilities explained to them upon diagnosis. (DB)

ED 290 282
EC 201 744

Murphy, Linda; Della Corte, Suzanne
The Hyperactive Child.
PUB DATE- Sep 87
NOTE- 10p.; For other 1987 issues, see ED 288 323-326.

AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year; $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Disorders; Drug Therapy; Elementary Secondary Education; *Handicap Identification; *Hyperactivity; Medical Services; *Parent Child Relationship; *Teacher Student Relationship

The newsletter's main article focuses on hyperactivity and attention deficit disorder. The causes of hyperactivity, which affects 3-5 percent of all children, are elusive but may include neurological immaturity, inherent genetic problems, or fetal exposure to harmful substances. Patterns of behavior that typify a hyperactive child include a short attention span, extreme impulsivity, disorganization, constant movement, difficulties in coordination, attention-demanding behaviors, domineering personality, lack of judgment, and mood swings. Help can be provided in several ways. Medications, usually stimulants but occasionally major tranquilizers, can be prescribed. Some claim that dietary changes to eliminate sugar, food additives, or allergens also help. Psychological help can enhance self-esteem and peer relationships. Additional suggestions include teaching self-control, accentuating the positive, encouraging physical activities, reducing outside stimulation, adhering to a consistent schedule, avoiding overload, and promoting self-esteem. A question-and-answer section provides specific advice on toilet training and on pinpointing problems in a developmentally disabled child so that an appropriate program can be developed for him. Another section focuses on children with Attention Deficit Disorder and hyperactivity, detailing their special problems, their need for a well-structured predictable school environment, and the use of psychotherapy and/or medication to assist them. (VW)

ED 290 283
EC 201 745

Heindel, Patricia; Ward, Deanna
Deductive Reasoning Style in Gifted Children.
PUB DATE- May 87
NOTE- 15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Age Differences; *Cognitive Development; Cognitive Style; *Curriculum Enrichment; *Deduction; Elementary Education; *Gifted; *Problem Solving
IDENTIFIERS- *Syllogistic Reasoning

Deductive reasoning problems were presented to 72 public elementary school students, half of whom were identified as gifted (mean age of 9.6 years) and half of whom were regular education students (mean age of 9.3 years). They were used to test an hypothesis that gifted children who score significantly higher than average on standardized achievement tests and who received logical reasoning training in an expanded school curriculum should not be affected by problem type or the sequence in which fantasy, congruent, and incongruent problems are presented to them, i.e., these children should evidence content free formal-logical reasoning. Results indicated that overall, older subjects performed better on this task than 4- and 5-year-olds in an earlier experiment, suggesting improvement in syllogistic reasoning with age. While there was no effect of sequence condition on the gifted children, it had a significant effect on the control group. The only condition in which these subjects could reason deductively with the incongruent material was when the fantasy problems were presented first. In addition while the gifted children consistently used more theoretical justifications for their answers, the control subjects offered more of a variety of justifications. (VW)

ED 290 284
EC 201 746

Striefel, Sebastian; And Others

Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report--Part 1.

Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 231p.; For Part 2 and 3 of the Final Report, see EC 201 747-748. For selected papers, see EC 201 749, and EC 201 751-759.
GRANT- G008401757
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; Demonstration Programs; *Disabilities; Interpersonal Competence; *Mainstreaming; Parent Attitudes; Peer Acceptance; Preschool Education; *Program Effectiveness; Teacher Attitudes
IDENTIFIERS- Early Intervention; *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

The final report describes the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of 162 handicapped children (3-6 years old) in community settings. The major feature of the project was development of a full reverse mainstreamed preschool program, which included children with and without handicaps in the same class at a 50:50 ratio. The project developed and implemented materials to teach necessary skills to administrators; regular, preschool, and special education teachers; and related personnel. Activities included assessment, inservice training, provision of materials, technical assistance, and direct support. Attitudes of parents, normal children, and school personnel toward handicapped children became more positive as a result of project activities. The progress of the handicapped children in the total reverse mainstream classrooms generally surpassed that of similar children in partial mainstream classrooms, and was very similar to that of normal children in the mainstream classroom. Social interaction of children in the total mainstreamed classrooms was similar to that of peers who were not handicapped. (Author/DB)

ED 290 285
EC 201 747

Striefel, Sebastian; And Others
Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Project Manual. Final Report--Part 2.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 294p.; For Part 1 and 3 of the Final Report, see EC 201 746 and EC 201 748. For selected papers, see EC 201 749 and EC 201 751-759. Some charts are too small to reproduce well.
GRANT- G008401757
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Decision Making; Delivery Systems; *Demonstration Programs; *Disabilities; Handicap Identification; Individualized Education Programs; *Mainstreaming; Parent Education; Peer Acceptance; Preschool Education; *Program Development; *Program Evaluation; Staff Development
IDENTIFIERS- Early Intervention; *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

The project manual was a product of the 3-year project, "Functional Mainstreaming for Success," (FMS) designed to develop a model for instructional mainstreaming of 162 handicapped children (3-6 years old) in community settings. The major feature of the project was development of a full reverse mainstreamed preschool program, which included children with and without handicaps in the same class in a 50:50 ratio. The manual's introduction examines the project background, explains its service delivery philosophy, provides a detailed definition of mainstreaming, offers an overview of the FMS project, and describes the project's use of total and partial reverse mainstreaming. The remainder of the document details activities and materials involved in the completion of the ten project planning tasks. These tasks concerned: (1) administrative commitment and decision making, (2) staff preparation and awareness activities, (3) modification of service delivery systems, (4) parent preparation, (5) peer preparation, (6) child identification and recruitment, (7) Individualized Education Program decision making process, (8) implementation, (9) evaluation and transition, and (10) consumer satisfaction. An appendix provides a listing of project products or literature reviews. (DB)

ED 290 286
EC 201 748

Striefel, Sebastian; And Others
Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Project Review Papers. Final Report--Part 3.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 309p.; For Part 1 and 2 of the Final Report, see EC 201 746-747. For selected papers, see EC 201 749 and EC 201 751-759.
GRANT- G008401757
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Competence; Delivery Systems; Demonstration Programs; *Disabilities; *Instructional Effectiveness; *Mainstreaming; Parent Role; Peer Teaching; Preschool Education; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Early Intervention; *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

The review papers are a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of 162 handicapped children (3-6 years old) in community settings. The major feature of the project was development of a full reverse mainstreamed preschool program, which included children with and without handicaps in the same class in a 50:50 ratio. Individual papers have the following titles and authors: "Effective Mainstreaming: A Re-definition and Proposed Model" (Sebastian Striefel et al); "Successful Mainstreaming: The Elimination of Common Barriers" (Paul Adams et al); "Mainstreaming and Teacher Competency: Some Concerns about the Adequacy of Teacher Training" (Paul Adams et al); "A Review and Synthesis of Teacher Competencies Necessary for Effective Mainstreaming" (Paul Adams et al); "Teacher Attitudes toward Mainstreaming: A Literature Review" (Trenly Yanito et al); "Mainstreaming: A New Role for the Special Educator" (Maria Quintero et al); "A Model for Integrated Preschool Classroom Service Delivery" (John Killoran et al); "Tri-Partite Model of Teacher Training" (Paul Adams et al); "A Critical Review of Parent Involvement in Mainstreaming'" (Maria Quintero et al); "Preparing Regular Classroom Students for Mainstreaming: A Literature Review" (Stacey Mott et al); "A Review of Procedures and Issues in Preschool Peer Tutoring and Buddy Systems" (Brady Phelps et al). (DB)

ED 290 287
EC 201 749

Striefel, Sebastian; And Others
Effective Mainstreaming: A Re-definition and Proposed Model.
PUB DATE- 24 Aug 87
NOTE- 19p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Definitions; *Disabilities; *Mainstreaming; *Models; Preschool Education; *Program Development; *Program Effectiveness

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The paper reviews the literature defining "mainstreaming," notes that mainstreaming is not the wholesale return of exceptional students from special education to regular classes, and proposes a definitional model. Seven characteristics of successful mainstreaming include provision of a continuum of least restrictive placement options; maximization of appropriate interactions between children with and without handicaps through structured activities and social skills training; and provision of functional, age appropriate activities. The proposed model emphasizes the need for pre-placement preparation of students, parents, regular and special education teachers, administrators, and support personnel; use of instructional activities that require student-student interaction; and use of buddy systems, peer tutoring, and cooperative activities. (DB)

ED 290 288
EC 201 751

Adams, Paul R.; And Others
Mainstreaming and Teacher Competency: Some Concerns about the Adequacy of Teacher Training.
PUB DATE- 24 Aug 87
NOTE- 40p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; *Needs Assessment; Preschool Education; Program Development; Program Effectiveness; *Teacher Education

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. Evidence is presented of major competency deficiencies in both the pre-service and inservice training of regular teachers being asked to mainstream handicapped students. Evidence of inadequate teacher training programs comes from teacher surveys, examination of State Education Agency requirements, and the literature on revision of teacher training programs. Suggestions for closing the competency gap include: preliminary steps (e.g., recognizing the extent of change needed), reformulating preservice training, and upgrading inservice training. Also listed are 15 systemic changes needed if mainstreaming is to be successful. (Author/DB)

ED 290 289
EC 201 752

Adams, Paul R.; And Others
A Review and Synthesis of Teacher Competencies Necessary for
  Effective Mainstreaming.
SPONS. AGENCY- Department of Education, Washington, DC.; Special
  Education Programs (ED/OSERS), Washington, DC. Handicapped
  Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 41p.; In: Striefel, Sebastian and Others; Grouping Handicapped
  and Non-Handicapped Children in Mainstream Settings. The Functional
  Mainstreaming for Success (FMS) Project. Final Report-Part 3; see
  EC 201 748.
GRANT- G008401757; G008430088
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competency Based Teacher Education; *Disabilities;
  Elementary Secondary Education; *Inservice Teacher Education;
  *Mainstreaming; Preschool Education; *Teacher Education
IDENTIFIERS- *Teacher Competencies

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. Thirty-two sources were reviewed which deal with the teacher competencies needed by regular teachers for successful mainstreaming. Sources include pragmatic summaries of personal experiences, comparison of teachers' and professors' views on teacher competencies, a dissertation based on teachers' reports of successful and unsuccessful mainstreaming experiences, competencies judged essential for teacher certification, and a review of Deans' Grant Projects. Twenty major competency areas were identified by at least one-fourth of the sources as essential. Three additional competency areas mandated by the long term needs of handicapped students are also identified. The 23 competencies are outlined and include: prepare class for mainstreaming, assess needs and set goals, evaluate learning, understand curriculum, conduct effective parent-teacher relationships, teach fundamental skills, understand exceptional conditions, conduct professional consultations, understand the nature of mainstreaming, foster student-student relationships, be aware of attitudes, be knowledgeable about resource and support systems, manage the learning environment, demonstrate competent interpersonal communication, teach communication skills, supervise aides and volunteers, individualize teaching, manage the class, use appropriate teaching techniques, understand legal issues, carry out behavior modification appropriately, be able to analyze tasks, and teach social skills. (DB)

ED 290 290
EC 201 753

Yanito, Trenly; And Others
Teacher Attitudes toward Mainstreaming: A Literature Review.
PUB DATE- 24 Aug 87
NOTE- 28p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Measures; *Disabilities; Elementary Secondary Education; Knowledge Level; *Mainstreaming; *Needs Assessment; Preschool Education; *Teacher Attitudes

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The literature review on teacher attitudes toward mainstreaming stresses implication of these attitudes for successful mainstreaming, and methods for improving teacher attitudes. The review is organized into sections on: attitude assessment (including issues, attitude questionnaires, and direct observation of attitudes); the need to review teacher attitudes; and modification of teacher attitudes. The section on attitude modification considers the following topics: teacher knowledge needs concerning laws and rights, teacher knowledge needs concerning handicapping conditions, teachers' need to understand the mainstreaming process, teacher training needs, teacher incentives for mainstreaming, student characteristics and teacher attitudes, and support services and technical assistance. The paper concludes that a procedure for matching the child's skill level to a teacher's expectations is a critical need if mainstreaming of children with handicaps is to be successful. (DB)

ED 290 291
EC 201 754

Quintero, Maria; And Others
Mainstreaming: A New Role for the Special Educator.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 26p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
GRANT- G008401757
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consultants; *Disabilities; Elementary Secondary Education; Knowledge Level; *Mainstreaming; *Needs Assessment; Preschool Education; Public Relations; *Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- *Regular and Special Education Relationship

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The paper provides a seven point definition of successful mainstreaming and reviews the literature on the role of special educators in such a mainstreaming program. The new role requires special educators to learn: (1) the rationale and benefits of mainstreaming; (2) methods of promoting mainstreaming; (3) curricula, rules, and social expectations in the receiving classroom; and (4) methods for preparing special education students for mainstreaming. Special educators need preparation for mainstreaming in four areas: knowledge of mainstreaming, personal support, public relations, and functional curriculum training. Noted is a tendency of special educators to feel protective toward their students leading to a reluctance to mainstream or equitably distribute children across all potential receiving teachers. Among changes needed are the following: training and administrative support, incorporation of special and regular education into an integrated total educational system, and recognition of mainstreaming as an ongoing process in the education of handicapped children. (DB)

ED 290 292
EC 201 755

Killoran, John; And Others
A Model for Integrated Preschool Classroom Service Delivery.
PUB DATE- 24 Aug 87

NOTE- 21p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Grouping (Instructional Purposes); Individual Instruction; *Instructional Effectiveness; Large Group Instruction; *Mainstreaming; Models; Preschool Education; Small Group Instruction; Student Participation
IDENTIFIERS- *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The model was implemented with three mainstreamed preschool classrooms in which half the children were handicapped. Large group, small group, and a minimal amount of one-to-one instruction is used as is increased structure within the curriculum. The rationale for emphasizing group rather than the traditional individual curriculum in a combined comprehensive delivery system is discussed. Guidelines for developing effective groups include assessing all children, establishing individualized education programs for handicapped students, developing a core curriculum, planning integrated groups, and structuring one-to-one sessions. Preliminary evaluation results indicated handicapped children participated significantly in mainstream activities while achieving at the same or better levels than they did in earlier self-contained classes. Parent and staff reactions to the reverse mainstreaming program were positive. (DB)

ED 290 293
EC 201 756

Adams, Paul R.; And Others
Tri-Partite Model of Teacher Training.
PUB DATE- 24 Aug 87
NOTE- 23p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report--Part 3; see EC 201 748.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Teacher Education; *Demonstration Programs; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Models; Preschool Education

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The literature on in-service training needs of regular teachers teaching handicapped children in the mainstream is reviewed and a proposal for in-service training of needed teacher competencies is offered. The tri-partite training program features (1) ongoing general skills training, (2) student specific training (when the teacher knows prior to mainstreaming that a specific student will be joining his class, and (3) problem focused training which occurs after placement in response to specific needs. Tables compare the three types of training, and describe each in terms of tasks, responsible parties, objectives, and tools/aids. (DB)

ED 290 294
EC 201 757

Quintero, Maria; And Others
A Critical Review of Parent Involvement in Mainstreaming.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 29p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
GRANT- G008401757
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; Models; *Parent Participation; *Parent Role; *Parent School Relationship; Preschool Education

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The paper reviews research on parent involvement in their children's mainstreaming along with variables that may promote or discourage parent involvement. The literature review is organized into sections on: definition of mainstreaming; characteristics of the research (such as dependent measures, age of the child); preparation of parents for mainstreaming--parent concerns (e.g. inadequate knowledge about mainstreaming, quality of education, support services, social isolation, grading, and inappropriate models and safety issues). The section on methods for addressing parent concerns considers mode of communication, timing of information about mainstreaming, content, and delineating parent responsibilities in mainstreaming. Models of parent involvement and the importance of continued parent involvement are briefly considered. Three recommended components for a model of parent involvement include: (1) a method of assessing parent interests and needs prior to mainstreaming so that specific concerns can be addressed; (2) a variety of options for parent involvement with specific activities listed for teachers to use as a guide for sharing with parents; and (3) an active teacher training program to acquaint teachers with the model for parent involvement. (DB)

DOCUMENT RESUME

ED 290 295
EC 201 758

Mott, Stacey; And Others
Preparing Regular Classroom Students for Mainstreaming: A Literature Review.
SPONS. AGENCY- Department of Education, Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 34p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
GRANT- G008401757; G008430088
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Secondary Education; Interpersonal Competence; *Mainstreaming; *Peer Acceptance; Preschool Education; *Student Attitudes

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The literature review examines activities and methods to prepare nonhandicapped children for the mainstreaming of handicapped children. After providing a seven-point definition of mainstreaming, the paper reviews the literature on general awareness and skill building. General awareness activities are intended to provide information about children with handicaps and to model appropriate attitudes and behaviors toward persons with handicaps. The skill training activities are designed to teach and reinforce skills which will allow children to interact appropriately with handicapped persons. Areas discussed include puppetry, simulation activities, working with aids and appliances, inviting guest speakers to class, class discussion, use of children's books and films, videotapes and other media presentations, and participation in role play and problem solving activities. The paper concludes that while there is a general consensus regarding the efficacy of such activities, there is a paucity of data which empirically demonstrate their effectiveness. (DB)

ED 290 296
EC 201 759

Phelps, Brady; And Others

A Review of Procedures and Issues in Preschool Peer Tutoring and Buddy Systems.

SPONS. AGENCY- Department of Education, Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Aug 87
NOTE- 25p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
GRANT- G008401757; G008430088
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; Instructional Effectiveness; Interpersonal Competence; *Mainstreaming; *Peer Teaching; Preschool Education; *Tutoring

The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The literature review focuses on research concerning preschool and early school-age peer tutoring and buddy programs. The review is organized into the following topics: what a peer tutor or buddy is, reasons to use peer tutors and buddies, how to use peer tutors and buddies, the tutor tutee relationship, selection of tutors and buddies, and the training of tutors and buddies. The use of a child's peers is seen to supplement the time a teacher can spend with any one child while also teaching social knowledge and developing friendship skills that an adult teacher can't do. (DB)

ED 290 297
EC 201 760

Partners in Development: Guidelines for Practice.
International League of Societies for the Mentally Handicapped, Brussels (Belgium).

PUB DATE- 85
NOTE- 24p.; Developed by the ILSMH Committee on Mobilization of Resources (MORE).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Conferences; *Cooperative Programs; *Developed Nations; *Developing Nations; International Organizations; *International Programs; *Mental Retardation; Program Development; Program Proposals; *Shared Resources and Services; Technical Assistance; Values
IDENTIFIERS- *International League of Socs Mentally Handicapped

The International League of Societies for Persons with Mental Handicap (ILSMH) has developed a program of partnership between member countries with varying needs and resources in order to create a better life for handicapped people throughout the world. Part I of the Partnership Guidelines contains, first, a summary of issues relevant to the development of partnership, including sections on the meaning of partnership, the myth of single-path solutions, the nature of human dignity, and organizational complexity within developing countries and the need for coordination and sharing of resources; and second, principles and strategies, including sections on the principle of alternative solutions, the principle of mutual understanding, respect and democratic learning, and the need for coordination through international organizations. Part 2 contains: (1) information on practical aspects of partnerships, including sections on prerequisites to successful projects, types of projects to be carried out, personnel, requirements of partners, and constraints; and (2) the basic format for writing a project proposal. An appendix describes the functions of the Partnership Market at the ILSMH World Congress in providing opportunities for sharing resources and information between developed and developing countries as well as among developing countries themselves. (VW)

ED 290 298
EC 201 761

Dee, Margaret S.
Program Standards for Gifted and Talented Education in the State of Delaware.
Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE- Jun 86
NOTE- 30p.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover DE (microfiche, document no. 95-01/86/06/01).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Achievement Tests; Aptitude Tests; Community Resources; Curriculum Development; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Gifted; Inservice Teacher Education; Screening Tests; State Departments of Education; *State Standards; *Talent
IDENTIFIERS- *Delaware

This document historically reviews the development of the gifted and talented program in Delaware's Department of Public Instruction and characterizes gifted and talented students. Eleven program standards have been developed by the state education agency and a state advisory council and were field tested in four school districts. The standards concern: a written philosophy of gifted education; written guidelines relating to screening, identification, and placement; written curricula for gifted programs; learning activities based on the curriculum's objectives; provision of a positive atmosphere conducive to learning; procedures for communication among staff and parents of gifted students; procedures for planning educational improvements; use of inservice programs to promote current awareness; established criteria for the employment of teachers for the gifted; continued development of programs for the gifted; and annual program evaluation. An appendix lists screening and evaluation instruments, along with their appropriate ages or grade levels, in the following categories: general intellectual ability, specific academic aptitude/achievement, creative or productive thinking ability, leadership ability and personal skills, visual and performing arts ability, and instruments for culturally different and disadvantaged populations. Other appendices list Delaware speakers bureaus, individual speakers, and places to visit; national journals; and national associations and foundations. (JDD)

ED 290 299
EC 201 762

Wise, Wilmer E.; Matthews, Cherritta L.
A Study of the Relationship of Education and Transition Factors to the Job Status of Mildly and Moderately Handicapped Students.
Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.; Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- 95-01/87/06/04
PUB DATE- Jun 87
NOTE- 93p.; Completed jointly by the Planning, Research and Evaluation Division and the Exceptional Children/Special Programs Division.
GRANT- G0085C3516
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment Level; *Employment Patterns; Graduate Surveys; *Mild Disabilities; Postsecondary Education; Special Education; *Vocational Followup
IDENTIFIERS- Delaware; Vermont

This study sought to replicate a 1984 Vermont study on the work status of handicapped youth, using data from 415 mildly and moderately handicapped students who graduated high school in 1985 in Delaware with either a diploma or a certificate. The study also sought to expand the Vermont design to include a broader range of factors relating employment status and school preparation. Factors in both studies related to employment status were school location, gender, manner of exit, and work experience in high school, with no relationship between employment and vocational experience. In both states, jobs tended to be located through a self/family/friends network rather than through employment-related service agencies. In the expanded study involving Delaware students only, results showed that the special education/vocational programs were producing employable students, with 67% employed full- or part-time (compared to 80% employment for all youths). The learning-disabled were more likely to be employed than individuals with other handicapping conditions. Program placement (e.g., resource room, self-contained, special school), intensity of special education services, and vocational training were not related to employment status. Factors showing the strongest relationship to holding a job were transportation availability, method of exit from school, and race. (JDD)

ED 290 300
EC 201 763

Malouf, David; And Others
Microcomputer-Assisted Needs Assessment System for Teacher Training in Special Education. Final Project Report, 8/1/83 through 5/31/86.
Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- [May 86]
NOTE- 435p.
GRANT- G008302314
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Attitude Change; *Competency Based Teacher Education; *Computer Assisted Instruction; *Disabilities; Elementary Secondary Education; *Expert Systems; *Inservice Teacher Education; Mainstreaming; Microcomputers; Needs Assessment; *Special Education; Teacher Attitudes; Training Objectives

The report describes the features, underlying knowledge base, and goals of the "Smart Needs Assessment Program" (SNAP), an interactive, microcomputer-based system designed to provide inservice training in special education for regular education teachers. The Teacher Effectiveness Expert System portion uses teacher data concerning attitudes, goals, and background to identify teaching problems with direct instruction, questicning skills, or academic learning time. Finally, the teacher works with the Training Experience Selecting Expert System which uses some 200 options to produce an individualized set of recommended training experiences based on the data entered earlier as well as on responses to additional questions eliciting information on student age, teaching area, availability of teachers' aides, and other factors. An evaluation of the system conducted with 18 teachers suggested that it improved attitudes toward mainstreaming and increased concerns about impact upon students, collaboration with other professionals and widening the benefits of mainstreaming. A study comparing the system's training recommendations with those made by expert trainers found the SNAP system comparable. Fourteen appendixes comprising 90 percent of the document provide technical background on the system, samples of questionnaires and forms, discussions about the design and use of expert systems, and a 50-page bibliographic chart analyzing research on effective instruction. (VW)

ED 290 301
EC 201 764

Sutaria, Saroj

Mental Retardation and Learning Disabilities: A Categorical Issue: Literature Review.

PUB DATE- 19 Sep 87
NOTE- 26p.; Topic presented at the World Congress of the International Association for the Scientific Study of Mental Deficiency (7th, New Delhi, India, March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Definitions; Elementary Secondary Education; Individual Differences; *Learning Disabilities; Mild Disabilities; *Mild Mental Retardation; Resource Room Programs; Special Classes; *Student Characteristics; *Student Placement
IDENTIFIERS- *Noncategorical Special Education

The literature review examines the issue of whether categorical differentiation and placement of mentally retarded and learning disabled students is educationally warranted. First, the two conditions are defined; next, a comparison between the two on psychological, behavioral-social, and educational characteristics usually ascribed to children so labelled is made; and finally, a review of current educational and placement practices used with each group is discussed. Noted is controversy concerning the exclusion of mental retardation from the learning disabilities definition. A review of terminology changes in the area of learning disabilities since 1947 is offered. Definite differences between the learning disabled and the educable mentally retarded on the academic dimension but more similarities than differences on the psychological and behavioral-social dimensions have been identified. Placement practices include special class categorical classes in the 1960's to the currently more common resource room placement with some cross-categorical programs for the mildly handicapped. It is concluded that individual differences among children are more important than intergroup differences but that there is not enough evidence to eliminate all categorical programs. Fifty-six references are listed. (DB)

ED 290 302
EC 201 765

Hotchkiss, David
Demographic Aspects of Hearing Impairment: Questions and Answers.
Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Deafness; *Demography; Etiology; *Hearing Impairments; High Risk Persons; Incidence; Manual Communication; Oral Communication Method; Partial Hearing

This pamphlet answers many questions about demographic aspects of hearing-impaired individuals, such as the number of hearing-impaired and deaf persons in the United States, the number with hearing problems that restrict communication, the number of hearing-impaired students and number of deaf college students, the demographic groups which have a greater chance of being hearing-impaired, the incidence of hearing impairment, leading causes of deafness, and the percentage of schools for the hearing-impaired which use the "oral" method versus the "speech and sign" method of communication. Five tables and ten references are provided. (JDD)

ED 290 303
EC 201 766

Schoen, Sharon F.
Educational Programming for Severely Handicapped Students.
PUB DATE- [Oct 87]
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Development; Daily Living Skills; *Diagnostic Teaching; Elementary Education; *Individualized Instruction; *Multiple Disabilities; Self Care Skills; *Severe Disabilities; Task Analysis
IDENTIFIERS- *Curriculum Based Assessment

The paper presents one approach to assessment and educational programming for a severely/multiply handicapped (cerebral palsy, severe mental retardation, asthma, seizures) 8-year-old boy. The curriculum based assessment and instructional recommendations reflect the position that normal developmental sequences do not solely constitute appropriate guidelines for testing and teaching severely handicapped individuals since tasks must address skills suited to the subject's chronological age. Evaluation involved both formal test results (Uniform Performance Assessment System and Autism Screening Instrument for Educational Planning) and informal test results (task analytic assessment, teacher-made attending skills test, teacher-made phonetic speech skills test, teacher-made receptive language skills test, teacher-made imitation skills test, observational pedestrian skill assessment, and checklist for assessment of recreational skills). Educational recommendations focused on structuring the learning environment to simulate the daily routine of naturally occurring events and to stress the skills of increased engagement in a task and development of a communication system. Figures and tables give such information as: a sample task analysis, a sample of a schedule of functional skills occurring at natural times during the school day, and sample plans for teaching communication skills, self-help skills, and leisure skills. (DB)

ED 290 304
EC 201 767

Case, Elizabeth J.
Evaluation, Appraisal and Review. Substitute Teacher Program. P.L. 94-142. Evaluation Report. 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Aug 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Federal Legislation; Financial Support; *Individualized Education Programs; *Participative Decision Making; *Student Placement; *Substitute Teachers
IDENTIFIERS- Education for All Handicapped Children Act

The report documents the extent to which special education teachers took advantage of a program which provided substitute teachers for their classes in order to free them to attend Evaluation, Appraisal and Review (EAR) committee meetings held to review individualized education programs and placement decisions for individual students. Funds to provide substitute teachers were earmarked from Public Law 94-142 monies. Data were collected from interviews, administrative records, and returned and usable surveys from 193 administrators and teachers (29.2%) within the Albuquerque (New Mexico) Public School System. Three aspects of the program were evaluated: impact on children, impact on the EAR process, and impact on staff. Major findings included the following: (1) The program was well received by those interviewed and well used according to records of requests received; (2) The program was perceived as having a positive impact on students by providing continuity in the instructional day as well as by improving the quality of individualized programs reviewed in EAR committee meetings; (3) Teacher attendance at EAR meetings permitted parents' questions to be answered directly by the child's primary service provider; (4) The program was highly visible in that it provided a direct service to students and staff. (JW)

ED 290 305
EC 201 768

Meeker, Mary
A Curriculum for Developing Intelligence.
SOI Systems, Vida, OR.
PUB DATE- [87]
NOTE- 9p.; From an article published in "Gifted Children Monthly."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Convergent Thinking; *Creative Development; *Curriculum Development; Divergent Thinking; Elementary Education; Evaluative Thinking; *Gifted; *Intellectual Development; *Intelligence; Learning Activities; Memory; Problem Solving
IDENTIFIERS- *Guilfords Structure of Intellect

The article describes a curriculum used in gifted programming which is based on Guilford's Structure of Intellect (SOI) theory of intelligence. Sourcebooks and individual SOI modules have been developed to train over 90 kinds of intellectual ability. Five categories of intellectual ability are defined (cognition, memory, evaluation, convergent production, and divergent production), and sample SOI activities are listed in each category for use by teachers and parents in facilitating intellectual development in gifted children. Appended is a complete list of the 18 discrete intellectual abilities which comprise each of the five SOI categories. (JW)

ED 290 306
EC 201 769

Biro, Patricia J.; Bell, Michelle A.
Washington State High Priority Infant Tracking Project. Pilot Project Update, October 1982 to April 1987.
Washington Univ., Seattle. Child Development and Mental Retardation Center.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- Apr 87
NOTE- 77p.; For related document, see ED 285 379.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Birth Weight; *Community Health Services; *Delivery Systems; *Developmental Disabilities; Followup Studies; Handicap Identification; *High Risk Persons; Incidence; *Infants; Longitudinal Studies; Neonates; Screening Tests
IDENTIFIERS- Washington

Results are reported of a pilot study to determine the effectiveness of a tracking program to maintain high risk infants in continuing health care, determine health and developmental outcomes, and survey the use of community resources in this population. Subjects were 766 infants from six participating hospitals in two Washington counties, one of which participated in the study for 4 years, the other for 3. Infants were identified within the first 30 days of life according to 17 criteria incorporating medical, social, and environmental risk factors, and 78 percent of infants identified were enrolled in the project. Both counties have maintained greater than 85 percent of the high priority infants identified and enrolled in ongoing health care and developmental surveillance. The largest group had low birthweights, and the majority presented more than one eligible criterion. Medical problems identified at 3, 6, and 12 months were predictive of later medical problems. The local health department was the most frequently reported community resource used. Tentative conclusions indicate that an organized, systematic tracking program can keep high priority infants in ongoing primary health care and assure timely identification and referral for further evaluation of potential health and developmental problems. (JW)

ED 290 307
EC 201 771

Kreitzman, Natalie R.
A Mealtime/Playtime Communication Program for Severely and Profoundly Retarded Children and Their Caregivers: Project Feedback.
PUB DATE- 87
NOTE- 106p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Educational Therapy; Intervention; Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Participation; *Severe Mental Retardation; Workshops

Parental involvement is critical to the maintenance and generalization of language behavior established in the instructional environment, in this case, a day training center for the mentally retarded. This practicum project sought to teach parents from 46 families to work effectively in the area of communication with their severely/profoundly mentally retarded child, thereby promoting carryover to the home environment, and also sought to alleviate the parents' feelings of ignorance and helplessness in providing such educational therapy. The involvement of each family member in caregiving, physical activity, and educational programming for the pre-pubescent or adolescent handicapped child was assessed. As part of a multi-faceted program, two luncheon workshops were held and literature was prepared to train the home caregivers in using an interactive approach to communication which responded to the child's modes of communication during naturally occurring situations, such as mealtimes and playtimes. Evaluation of the program indicated that parents who participated in some aspect of the program were able to develop realistic communication goals at their child's individualized education program conference. Fourteen parents (87%) believed that parent meetings were a viable and necessary part of the day training experience. Forty-four references are listed; the appendixes include survey forms: the family involvement sheet; project feedback; and parent evaluation of the program. (JDD)

ED 290 308
EC 201 772

Skuy, Mervyn; And Others
Use of the Learning Potential Assessment Device in Assessment and Remediation of a Learning Problem.

PUB DATE- Feb 87
NOTE- 38p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (24th, San Antonio, TX, February 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Cognitive Style; Elementary Education; Emotional Problems; Foreign Countries; *Learning Disabilities; *Learning Strategies; *Metacognition; Teaching Methods
IDENTIFIERS- *Instrumental Enrichment; Israel; *Learning Potential Assessment Device

A case study was undertaken of an 11-year-old Israeli girl of above average intelligence but manifesting specific learning disabilities in mathematics and related areas. The Learning Potential Assessment Device (LPAD), a measure to identify cognitive deficiencies and strengths and suggest mediation or intervention procedures to alleviate or correct deficiencies, was used. The LPAD highlighted the girl's strengths in the elaborational or thinking phase of the mental act. Specific mediation experiences included stemming impulsivity by using verbal self-mediation and "talking through" problems. Impulsivity and anxiety, the girl's most debilitating problems, were then approached by a six-session instrumental enrichment program intended to bring about an optimum change in behavior, attitude, and work habits. Skills taught in the sessions stressed planning and cognitive awareness and their generalization to non-training situations. Posttests demonstrated improvements in most cognitive areas. Eighteen references are listed. (DB)

DOCUMENT RESUME

ED 290 309
EC 201 773

Holtzman, Wayne H., Jr.; And Others
Characteristics of Limited English Proficient Hispanic Students in Programs for the Mentally Retarded: Implications for Policy, Practice, and Research. Part II.
Texas Univ., Austin. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 86
NOTE- 66p.; For Summary of Part I, see ED 267 578. For a related document, see ED 283 314.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; Educational Diagnosis; Elementary Education; *Hispanic Americans; Identification; Language Proficiency; *Limited English Speaking; *Mental Retardation; Spanish Speaking; Student Evaluation; Student Placement

This descriptive study examined practices in three Texas school districts concerning referral, assessment, and placement of limited English proficient (LEP) Hispanic students in programs for the mentally retarded (MR), and their impact on effectiveness of services for the LEP population. Subjects were 61 Hispanic LEP students (grades 2-5) enrolled in MR classes during 1982-83. Data collected from student folders indicated that mean age at time of referral was 7 years 4 months, and that general lack of academic progress was the most commonly cited reason. More than 75 percent of students' families used Spanish as the primary home language. Teachers generally rated LEP MR students as having very low language proficiency in English. Information about the language used in administering standardized tests was typically not recorded. Available data suggested that the subjects were, in fact, mentally retarded, and that classification was assigned when low scores across measures left little doubt. Thus, districts seemed to identify the more severely retarded students, while mildly retarded LEP students may not be adequately served. While safeguarding schools against litigation, this practice may deprive handicapped students of needed specialized services. Based on these and other findings, recommendations for policy, practice, and research are offered. (JW)

ED 290 310
EC 201 774

Etter, Ermaleen B.
Is the Teacher Up to the Task?
PUB DATE- Sep 87
NOTE- 23p.; Paper presented at the "Education for All Exceptional Children" Conference (Shippensburg, PA, September 25-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Behavior Problems; Bilingual Teachers; Communication Skills; Competency Based Education; *Disabilities; *Educational Policy; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Labeling (of Persons); Mainstreaming; School Psychologists; *Special Education; State Legislation; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Pennsylvania

A brief overview is provided of the levels of training and areas of concentration that are available through the 29 institutions of higher education in the State of Pennsylvania offering preparation for the kindergarten through high school special education certification program. Consideration is then given to whether the teacher training is adequate. Concern is focused on: (1) the legislative policies regarding funding, state mandates, and certification guidelines; and (2) the content provided the preservice and inservice teachers during their educational training. A number of shortcomings in teacher education are identified, including reliance on noncategorical certification, insufficient training of mainstream teachers and school psychologists, lack of bilingual special education teachers, inadequate secondary education course content for dealing with the particular problems of adolescents, development of personal communication skills in teachers, and the need to identify competencies that promote student learning. Recommendations for changing existing teacher certification standards are given. Twenty references are listed. (VW)

ED 290 311
EC 201 775

Braddock, David; And Others
Public Expenditures for Mental Retardation and Developmental Disabilities in the United States: State Profiles. 2nd Edition: FY 1977-86. Public Policy Monograph Series, Number 29.
Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.
PUB DATE- 19 Sep 86
NOTE- 744p.; For 1st Edition see, ED 262 541.
AVAILABLE FROM- Evaluation and Public Policy Program, 1640 W. Roosevelt Rd., Chicago, IL 60608 ($30.00, 20% discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Developmental Disabilities; Federal Aid; *Financial Policy; *Mental Retardation; *Residential Institutions; *State Programs; Trend Analysis

The monograph summarizes Fiscal Years 1977-86 spending in the states for services to individuals with mental retardation (MR) and related developmental disabilities (DD). Part One consists of three chapters summarizing budgeting characteristics of the states and organizational characteristics of the MR/DD programs. Part Two presents a series of national charts and tabular displays showing aggregated data for the 50 states and the District of Columbia in terms of revenue sources, summaries of institutional services data, and state rankings of fiscal effort. Part Three contains 50 individual state profiles. For each state there are detailed technical notes documenting sources of data, a five-page chart sequence, and MR/DD revenues and expenditures in a spreadsheet format. Part Four presents federal income maintenance data. Among national conclusions are: the institutional census continues a steady decline; costs of care per diem in institutional settings increased 51.7% over the decade; spending for community programs grew at an average annual rate of 19.3%; public resources, however, remained heavily concentrated in large congregate care facilities with more than 15 beds; total nationwide MR/DD spending (as a percentage of aggregate U.S. personal income) was flat during 1983-86 and grew only 1.9% annually during 1977-83. (DB)

ED 290 312
EC 201 776

Harriman, Nancy E.; Gajar, Anna H.
The Effects of Repeated Writing and Repeated Revision Strategies on Composing Fluency of Learning Disabled Adolescents. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Jul 86
NOTE- 175p.; Prepared by the Division of Special Education and Communication Disorders.
GRANT- G008530241
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; *Instructional Effectiveness; *Learning Disabilities; Paragraph Composition; Revision (Written Composition); Writing Difficulties; *Writing Instruction

The study investigated the use of repeated writings as a means of increasing written language fluency with 48 learning disabled students in senior high school resource room English classes. Subjects received one of four treatments for 4 days: repeated writing with structural cues, repeated revision with structural cues, writing on a new topic with structural cues, and writing on a new topic with mechanics cues. Final compositions produced on day 5 were analyzed for fluency, writing mechanics, and paragraph structure. Analysis of variance for fluency factors revealed that all groups showed significant improvement from pretest to posttest on the production factor; analysis for mechanics and structure factors indicated that students receiving instruction in writing mechanics made significantly more progress than students receiving instruction in paragraph structure. Non-parametric tests on structural variables showed significant changes for use of clincher sentences for students receiving both mechanics and structural instruction. No significant differences existed among the four groups at posttest for use of topic or clincher sentences at posttest. Results suggested that highly structured daily writing sessions can be effective in improving writing fluency, mechanics, and structure. Instruction in writing mechanics, appeared to have a more pervasive effect on writing skills than instruction in paragraph structure. Thirteen tables, 10 figures, and 10 pages of references are provided. Appendixes comprising 50 pages include directions for experiental groups and scripts for mechanics cue and structural cue instruction. (DB)

ED 290 313
EC 201 777

Schoen, Sharon F.
Community-Referenced Math Activities for Moderately and Severely Handicapped Individuals.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Daily Living Skills; *Experiential Learning; Generalization; Mathematics Education; *Moderate Mental Retardation; *Severe Mental Retardation; *Task Analysis; Training Methods
IDENTIFIERS- *Community Based Education; *Independent Living

Community-referenced activities, which involve combinations of skills used in routine tasks of daily living, are critical for the independent functioning of moderately and severely handicapped persons. The paper examines the characteristics of these activities in order to extract implications for enhancing instruction. The tasks involved in such community-referenced mathematics activities as grocery shopping and using a vending machine are analyzed in the context of: (1) the length of the task (i.e., number of steps involved); (2) the responses contained in the task (e.g., motor responses, verbal responses, math skills); and (3) variations within the task, which may require a generalization training approach. (JDD)

ED 290 314

EC 201 778

Wright, Lynda Joyce
A Study of Deaf Cultural Identity through a Comparison of Young Deaf Adults of Hearing Parents and Young Deaf Adults of Deaf Parents.
PUB DATE- 3 Apr 87
NOTE- 93p.; Paper presented at Student Research Colloquim, University of Pittsburgh (Pittsburgh, PA, April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Cultural Influences; *Deafness; Family Influence; Self Concept; Sign Language; Socioeconomic Influences; *Values; Young Adults

The study compared two groups of young deaf adults, one whose primary family of socialization was deaf (N=12), and one whose primary family of socialization was hearing (N=12), to determine if differences existed in the sociocultural factors of identification with deaf cultural beliefs, experience with sign language, participation in adaptive networks, and socioeconomic status. The "Deaf Culture Intentionality Scale" was developed to assess degree of agreement with commonly held beliefs about deafness held in the deaf community. Other measures assessed language background, socioeconomic status, and adaptive networks. Results did not indicate great differences between groups, suggesting that by young adulthood, deaf children of hearing parents have been enculturated into the deaf community. Over 90 references are listed, and the survey forms are provided in the appendixes. (DB)

ED 290 315
EC 201 779

Hatzichristou, Chryse; Whang, Patricia A.
Social Skills Interventions with the Learning Disabled: Past, Present, and Future.

PUB DATE- Mar 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Modification; Biological Influences; Classification; Elementary Education; *Exceptional Child Research; Handicap Identification; *Interpersonal Competence; *Intervention; *Learning Disabilities; Peer Acceptance; Peer Relationship; Research Methodology; *Social Adjustment; Social Environment; Sociometric Techniques

A review and analysis of relevant literature discusses the heterogeneity of social competence observed in learning disabled children. Sociometric group classification is judged to be a viable behavioral classification framework. Inconsistencies are noted in the way peer popularity, peer acceptance, and sociometric status are defined in the research literature. The fact that few studies have been conducted in natural settings is one among several identified factors that call into question conclusions reached concerning social competence. Interventions reviewed include manipulation of antecedent and consequent events, cognitive training, and teaching new skills. Among recommendations are that a distinction be drawn between learning disabilities resulting from organic causes and those resulting from emotional/environmental causes, a distinction which will, in turn, affect the type of intervention program implemented. Twenty-seven references are cited. (JW)

ED 290 316
EC 201 780

Case, Elizabeth J.; Leavitt, Alan
Mental Health Project. P.L. 94-142. Evaluation Report, 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Behavior Disorders; Communication Problems; *Counseling Services; *Disabilities; Elementary Secondary Education; *Family Programs; *Family School Relationship; Grief; *Inservice Teacher Education; Interdisciplinary Approach; Interprofessional Relationship; *Special Education Teachers; Teacher Burnout; Transitional Programs
IDENTIFIERS- *Albuquerque Public Schools NM

The Albuquerque (New Mecixo) Public Schools established the Mental Health Project in August 1985 to provide an interdisciplinary team approach to deliver direct/indirect counseling services to selected special education students, families, and staff. Seventy-seven percent of the 88 students, ages 5-21, receiving services were either behaviorally disordered or communication disordered and exhibiting behavioral problems; others were learning or multiply disabled. Clinical services provided students and their families achieved slight to complete alleviation of the referring problem in 84 percent of the cases. Consultation services were considered helpful by 63.5 percent of the special education teachers, counselors, and administrators receiving them for such problems as feelings of failure, burnout, easing students' transition problems from elementary to middle or middle to high school, and providing advocacy for a child. Training activities provided to staff, teachers, and/or parents were considered helpful by the same percentage. Training sessions promoting positive interaction with handicapped children and their families covered such topics as grieving and loss, behavior disorders, and teacher burnout. An evaluation of the program indicated the need for administrators and teachers to receive more information about the program, improved communication between project and school-based staff, clearer criteria for admitting students into the program, and additional inservice training. (VW)

ED 290 317
EC 201 781

Gifted and Talented Needs Assessment. Evaluation Report, 1986-87.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jun 87
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Administrator Responsibility; Counselor Attitudes; Elementary Secondary Education; *Gifted; Inservice Teacher Education; *Needs Assessment; Parent Attitudes; *Parent Participation; Parent School Relationship; Professional Development; Student Attitudes; Surveys; *Talent Identification; Teacher Attitudes
IDENTIFIERS- *Saginaw City School System MI

A needs assessment of the Saginaw (MI) Public Schools Gifted and Talented Program (grades K-12) gathered information from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. A total of 481 out of 1004 possible respondents returned the survey, with a lower than hoped for rate among elementary and secondary parents (29 and 22 percent respectively). Five functions emerged as the areas of highest need: (1) identification of gifted/talented students; (2) auxiliary support and staff; (3) parental involvement and commitment; (4) staff development; and (5) leadership by principal. One appendix contains a list of all high need functions and should be helpful in translating priorities into action plans for both elementary and secondary gifted and talented programs. Other appendices and tables provide copies of the survey instruments, detailed statistical analyses of the responses from each group, and a profile of return rates for each group. (VW)

FL

ED 290 318
FL 016 991

Kitao, Kenji
Politeness: A Bibliography.
PUB DATE- Jul 87

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Children; *Communication Skills; Cultural Education; Discourse Analysis; *Intercultural Communication; *Interpersonal Relationship; Second Language Learning; *Sex Differences; *Social Behavior; Social Values; Sociolinguistics
IDENTIFIERS- *Politeness

A bibliography on politeness as it relates to second language learning and intercultural relationships contains 188 citations of books, papers, articles, and monographs. Several aspects of politeness are covered, including acquisition by children, gender and power differences in polite behavior, and its relationship to communicative functions such as requesting, complimenting, and inviting. (MSE)

ED 290 319
FL 016 992

Kitao, Kenji; Kitao, S. Kathleen
Culture and Education: A Bibliography.
PUB DATE- [87]
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Cultural Context; *Cultural Education; Foreign Students; Instructional Materials; *Intercultural Communication; *Multicultural Education; Second Language Instruction; Social Values; *Student Evaluation

A bibliography on aspects of culture and education contains several hundred citations of books, papers, articles, and monographs. The list was compiled primarily for second language teachers, but may be of interest to others interested in the relationship between culture and education, including teaching culture in the classroom, problems of foreign and minority-culture students, and the relationships between language, culture, and cognition. The listings are presented in five categories: curriculum, materials, and classroom activities; language, culture, and cognition; foreign and minority culture students; testing, evaluation, and measurement; and outside the classroom. (MSE)

ED 290 320
FL 017 095

Hieke, A. E.
Spoken Language Phonotactics.

PUB DATE- [88]
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; Educational Strategies; *English; Morphophonemics; *Oral Language; *Phonology; Second Language Instruction; Speech Acts; *Suprasegmentals; Syllables

The transformation that language undergoes when it becomes speech is examined in English. Statistical analysis of a representative sample of natural, informal speech reveals a number of characteristics of dynamic speech that distinguish it from static (citation form or pre-dynamic) linguistic form. It appears that in running speech, vowels and consonants, words and sentences are less central to speech dynamics than sonorants and obstruents, syllables, and syllabic phrases. The findings include these: (1) when language is learned in its dynamic (spoken) rather than static form, the basic unit contains more phonemes, making it more complex to learn; (2) utterances are predominantly made up of sonorants and other voiced sounds; (3) running speech can tolerate a maximum of five consonants in sequence, and the sequences are regular and predictable; (4) syllable boundaries are fluid and can be expected to change configuration through restructuring; (5) syllable combinations affect syllabic distinctions; and (6) application of the variable fast speech rules still results in regularly shaped utterances. It is suggested that incorporating information about speech dynamics into second language instruction may facilitate acquisition of oral fluency. (MSE)

ED 290 321
FL 017 101

Keidosius, Jonas
Let's Learn Lithuanian.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Cassettes; *Independent Study; *Instructional Materials; Learning Strategies; *Lithuanian; Radio; Second Language Learning; Teaching Methods; Tutors; Uncommonly Taught Languages; *Vocabulary Development

An individual who undertook the study of Lithuanian recounts his experiences in getting started and provides information about available materials and radio broadcasts in the language. Texts, tapes, records, and materials designed for children are listed and sources provided. Techniques found to be useful for independent language learning are also described. (MSE)

ED 290 322
FL 017 103

Meara, Paul; English, Fiona
Lexical Errors and Learners' Dictionaries.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dictionaries; Difficulty Level; *English (Second Language); Error Analysis (Language); *Error Patterns; *Instructional Effectiveness; Introductory Courses; *Media Selection; Second Language Learning

A study examined the effectiveness of English dictionaries in assisting in error correction by beginning learners of English as a second language. Lexical errors made in examinations were collected and coded by type, and the usefulness of the "Longman Active Study Dictionary", designed for ESL learners, in helping to correct the errors was analyzed. The results suggest systematic differences in error types made by students of different language backgrounds. It is proposed that (1) analysis of errors made by language learners can be useful to dictionary writers in increasing the materials' effectiveness and (2) a particular dictionary can vary in effectiveness among different target language groups. Further study is both recommended and planned. (MSE)

ED 290 323
FL 017 104

Fuchs, Sarel P.

Foreign Language Performance Tests for Prospective Student Teachers.

PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Atlanta, GA, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; French; German; Italian; *Language Proficiency; *Language Teachers; *Language Tests; Latin; Russian; *Second Languages; Spanish; State Standards; *Student Teachers; *Teacher Certification; Test Construction; Test Use
IDENTIFIERS- Albright College PA; Educational Testing Service; *Pennsylvania; Ursinus College PA

The history and rationale for entry and exit tests devised to meet Pennsylvania's standards for certifying foreign language teachers are outlined and discussed. The involvement of the Educational Testing Service in developing and validating tests in a variety of subject areas is described, and the need for institutional rather than standardized tests for language certification, because of differing curricula, is discussed. Controversy spawned by requiring the tests and problems arising from test construction and administration are examined. Pennsylvania's standards for language teacher education program approval and teacher certification, test specifications, and guidelines for test performance evaluation are appended. (MSE)

ED 290 324
FL 017 107

Angelis, Paul J.
Applied Linguistics: Realities and Projections.

PUB DATE- Dec 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (San Francisco, CA, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; *Applied Linguistics; Conference Papers; Databases; *Intellectual Disciplines; *Interdisciplinary Approach; Interprofessional Relationship; Language Research; Linguistic Theory; *Professional Associations; *Research Utilization; Scholarly Journals; Second Language Instruction
IDENTIFIERS- ERIC

A discussion of the field of applied linguistics looks at traditional and organizational approaches to the discipline and compares them to actual applied linguistics activity. The focus of American and British organizations for applied linguistics and the stated emphases in the field are chronicled for the last several decades, including the history of the link between applied linguistics and language teaching. Correspondences between statements about the discipline and the literature of applied linguistics are examined, and evidence of trends or patterns and procedural issues is sought. The literature reviewed includes materials in the ERIC database, a journal ("Applied Linguistics") only recently added to the ERIC system, and presentations at annual meetings of the American Association for Applied Linguistics. Strategies for increasing participation in and visibility of the field are discussed. (MSE)

ED 290 325
FL 017 112

Sierra Leone Temne Language Manual.
Peace Corps, Washington, D.C.
PUB DATE- [87]
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; Class Activities; Cultural Education; Daily Living Skills; Developing Nations; Dialogs (Language); Employment; Foreign Countries; *Grammar; Indigenous Populations; Instructional Materials; *Interpersonal Communication; Pattern Drills (Language); *Phonology; *Second Language Instruction; Social Behavior; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- Peace Corps; *Sierra Leone; *Temne

A language guide to Temne is designed for Peace Corps volunteers serving in Sierra Leone. It contains introductory sections about the Temnes and Temne phonology and orthography, teacher notes on the use of the manual, and 12 lessons. Each lesson consists of a dialogue or narrative, notes on classroom presentation, vocabulary and useful phrases, exercises, and notes on grammar. Lesson topics include basic greetings, introducing a friend, job information, the marketplace, the dining hall, asking for directions, traveling by truck, communication with the tribal chief, talking to the family, refusing gifts and invitations politely, and the tailor shop. Some illustrations are included. (MSE)

DOCUMENT RESUME

ED 290 326
FL 017 113

Francis, Timothy P.; Hanchey, Stephen
Mauritanian Arabic. Grammar Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 79
NOTE- 155p.; For related documents, see FL 017 114-115.
CONTRACT- 78-043-1037
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Class Activities; Developing Nations; *Form Classes (Languages); *Grammar; Instructional Materials; *Orthographic Symbols; Pattern Drills (Language); Pronunciation; *Second Language Instruction; Sentence Structure; Tenses (Grammar); Uncommonly Taught Languages
IDENTIFIERS- *Arabic (Mauritanian); Gender (Language); Mauritania; Peace Corps
A handbook to the grammar of Mauritanian Arabic (Hassaniya) is intended for Peace Corps volunteers, and is designed to focus attention on proper grammatical forms. Lesson topics include the article, personal pronouns, possessive pronouns, negation of the implied verb "to be," noun gender, adjective gender, number, "there is/are and there was/were," simple sentences, "have/have got," demonstratives, present tense, interrogatives, imperatives, nouns and adjectives, prepositions, the genitive case, verbs and suffix pronouns (direct object), the future, adverbs, the active participle, indirect object, past tense, relative pronouns, comparative and superlative, past continuous tense, and conditional. Some pronunciation exercises are included. Arabic orthography and English are used throughout the guide. (MSE)

ED 290 327
FL 017 114

Francis, Timothy P.; Hanchey, Stephen

Mauritanian Arabic. Literacy (Arabic Version). Peace Corps Language Handbook Series.

Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 79

NOTE- 154p.; For related documents, see FL 017 113-115.
CONTRACT- 78-043-1037
LANGUAGE- Arabic
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alphabets; *Arabic; *Basic Skills; Class Activities; Developing Nations; Handwriting; Instructional Materials; *Orthographic Symbols; *Second Language Instruction; Uncommonly Taught Languages; *Writing Instruction
IDENTIFIERS- *Arabic (Mauritanian); Mauritania; Peace Corps

An instructional guide to written Mauritanian Arabic contains 20 lessons, each presenting one or more letters of the Arabic alphabet and script. Graded exercises are included. The course is intended to be taught as the first stage in the Mauritanian Arabic training program for Peace Corps volunteers. The manual is entirely in Arabic. (MSE)

ED 290 328
FL 017 115

Clark, Raymond C.; And Others
Mauritanian Arabic. Teacher's Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 79
NOTE- 134p.; For related documents, see FL 017 113-114.
CONTRACT- 78-043-1037
LANGUAGE- English; French; Arabic
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabic; Basic Skills; Class Activities; *Classroom Techniques; Cultural Awareness; Developing Nations; Instructional Materials; Lesson Plans; Pattern Drills (Language); *Second Language Instruction; Teaching Guides; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Arabic (Mauritanian); Mauritania; Peace Corps

The teaching guide is designed to accompany a set of instructional materials in Mauritanian Arabic (Hassaniya) for Peace Corps volunteers. It provides information and techniques for language teaching in three volumes: (1) a literacy handbook--a volume of lessons on the Arabic alphabet and script; (2) a communication and culture handbook; and (3) a grammar handbook. The guide contains an introductory section on the purpose and design of the materials and a section on specific teaching techniques for each component of the three volumes. Lesson plans for the communication and culture handbook and the grammar handbook are also provided in French and Hassaniya. (MSE)

ED 290 329
FL 017 116

An Annotated Bibliography of English as a Second Language (ESL) Textbooks. Revised 1986.

Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Difficulty Level; Elementary Secondary Education; *English (Second Language); English for Academic Purposes; Grammar; Instructional Program Divisions; Limited English Speaking; Notional Functional Syllabi; Second Language Instruction; *Textbook Content; *Textbooks; *Textbook Selection

The annotated bibliography provides information on commercially prepared materials that can be used in classrooms at all levels where English is taught as a second language. Twenty-four textbook series are described, arranged alphabetically by title. The listing is preceded by a categorization of the series by their content and focus: functional/grammatical, functional only, grammatical only, academic language, and informal, conversational language. The series are also categorized by the age and grade level for which they are appropriate. The listing for each series includes the title, author, publisher's name and address, the materials available in the series, age level, proficiency level, the format of each component in the series, and its strengths. (MSE)

ED 290 330
FL 017 117

Lykke, Miriam C.
Guidelines for Writing Content Area Materials and Communicating Orally with Limited English Proficient (LEP) Students in Sheltered English.
PUB DATE- Dec 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Language; *Classroom Communication; *English (Second Language); Grading; Instructional Materials; Language Styles; *Limited English Speaking; *Material Development; Nonverbal Communication; Sentence Structure; Student Evaluation; Vocabulary Development
IDENTIFIERS- *Content Area Teaching; *Sheltered English

A guide to enhancing classroom communication with limited-English-proficient (LEP) students in sheltered English includes ideas for planning and presenting lessons. It gives suggestions for the use of gestures, language style, length of sentence, presentation of the main concept and supporting details, essential vocabulary, the organization of written materials, and approaches to student evaluation. The largest portion of the guide is devoted to an explanation and outline of the sentence patterns, verb forms, structure words, and endings used in instructional material development at one institution specializing in instruction of LEP students. (MSE)

ED 290 331
FL 017 118

Corey, Kathleen; And Others
A Whole Language Program for Refugee Children.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
PUB DATE- [87]
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Elementary Education; *English (Second Language); Federal Programs; *Indochinese; Language Maintenance; Limited English Speaking; Literacy Education; Program Design; *Refugees; *School Readiness; Second Language Programs; *Writing Instruction; Young Children
IDENTIFIERS- *Preparing Refugees for Elementary Programs; *Whole Language Approach

Preparing Refugees for Elementary Programs (PREP) is a federal program to prepare young refugee children for further learning in the United States. Findings from current research on how children learn to speak, read, and write were used to design the curriculum. All children receive 18 weeks of full-time instruction, during which their parents also study English and cultural and work orientation. The weekly schedule and activities are typical of those in an American school. The largest single block of scheduled time is for English language dealing with familiar topics in school and daily life. One hour a day is devoted to reading and writing. Eight 30-minute periods a week are devoted to math instruction, and additional time is allotted for recess and enrichment activities. The program uses the natural language approach to oral language development, and whole language approaches to literacy development, including shared reading with big books, the language experience approach to reading content, sustained silent reading, dictated stories, dialogue journal writing, and creative writing exercises. (MSE)

ED 290 332
FL 017 119

Resettlement Case Study. Young Adults: 17-22 Years Old. Case Study #3.

Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Nov 87
NOTE- 33p.; For related document, see FL 017 120.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Case Studies; English (Second Language); *Indochinese; *Land Settlement; *Refugees; Student Attitudes; Urban Areas; *Young Adults

A report on the situation of recent Southeast Asian refugees to the United States describes the experiences and feelings of three young adults in an urban class in English as a second language (ESL). The story is a synthesis of the experiences of many refugees, using information drawn from earlier surveys and interviews. The three students are Vietnamese, Laotian, and Cambodian, and an adult education ESL teacher and a high school ESL teacher are also principal characters in the story. Thirty-one potential points of discussion are noted in the margins and expanded on in an appendix. (MSE)

ED 290 333
FL 017 120

Young Adult Refugee Survey. Final Report.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Jan 88
NOTE- 262p.; For related document, see FL 017 119.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Adult Education; Attendance Patterns; Community Services; *Educational Needs; *English (Second Language); Government Role; *Indochinese; Land Settlement; *Refugees; School Role; Secondary Education; Secondary School Teachers; Second Language Instruction; Surveys; Teacher Attitudes; Vocational Education; *Young Adults

A national survey concerning the experiences of young adult Southeast Asian refugees during their first 2 years in the United States is reported. The study gathered information in 11 cities from 6 groups: state refugee coordinators, voluntary agencies and mutual assistance associations, higher education representatives (adult education, community and junior colleges, and vocational institutions), high school educators, employers, and the young adults. The report presents results from each of these groups separately and summarizes the findings. A major finding was that all respondents identified English language training as the most important refugee resettlement need. Additional findings were that: (1) most young adult refugees attended school during their first 6 months of resettlement, and after 18 months, more than a third were in school; (2) English and understanding rules and regulations are the two main difficulties of new arrivals, both in school and on the job; and (3) recommendations for additional offerings in the refugee processing centers included more English instruction, cultural orientation, and vocational training, specifically focusing on career planning, the U.S. school system, U.S. laws and legal system, social behavior, and the reality of living in the United States. The six survey forms are appended. (MSE)

ED 290 334
FL 017 121

Shopen, Timothy, Ed.; Williams, Joseph M., Ed.
Style and Variables in English.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 81
NOTE- 280p.; For a companion volume, see FL 017 122.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - General (130) Books (010)
DESCRIPTORS- Dialects; Discourse Analysis; *English; *Grammar; *Language Styles; Language Usage; *Language Variation; Literary Styles; *Sociolinguistics; Urban Areas
IDENTIFIERS- *California (Los Angeles); *Speech Community

A collection of articles on the kinds of variation in English that one finds within the language of one group or one person includes: "The English Language as Rule-Governed Behavior" (Timothy Shopen); "The English Language as Use-Governed Behavior" (Joseph M. Williams); "Styles" (Ann D. Zwicky); "The Organization of Discourse" (Charlotte Linde); "Literary Style: The Personal Voice" (Joseph M. Williams); "A Researcher's Guide to the Sociolinguistic Variable (ING)" (Benji Wald, Timothy Shopen); and "English in Los Angeles: Searching for a Speech Community" (Benji Wald). (MSE)

ED 290 335
FL 017 122

Shopen, Timothy; Williams, Joseph M.
Standards and Dialects in English.

Center for Applied Linguistics, Washington, D.C.
PUB DATE- 80
NOTE- 231p.; For a companion volume, see FL 017 121.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - General (130) Books (010)
DESCRIPTORS- Black Dialects; *English; Evaluation Criteria; Language Usage; *Language Variation; Pronunciation; *Regional Dialects; Rural Areas; Socioeconomic Status; Sociolinguistics; *Spelling; *Standard Spoken Usage; Urban Areas; Young Children
IDENTIFIERS- *Appalachia; *New York (New York); Orthography

A collection of essays on linguistic variation in English that distinguishes communities and social groups from one another includes: "Standard English: Biography of a Symbol" (Shirley Brice Heath); "The Rise of Standard English" (Margaret Shaklee); "English Orthography" (Wayne O'Neil); "How Pablo Says 'Love' and 'Stove'" and "An Afterword: How English Speakers Say 'Finger' and 'Sing'" (Timothy Shopen); "Creative Spelling by Young Children" (Charles Read); "Selections from Bengt Loman's 'Conversations in a Negro American Dialect'" (Timothy Shopen); "The Speech of the New York City Upper Class" (Geoffrey Nunberg); and "On the Application of Sociolinguistic Information: Test Evaluation and Dialect Differences in Appalachia" (Walt Wolfram, Donna Christian) and "An Afterword: The Accidents of History" (Joseph M. Williams). (MSE)

ED 290 336
FL 017 123

Peace Corps Gabon PST Technical Language: Math/Education.
Peace Corps, Washington, D.C.

PUB DATE- [87]
NOTE- 32p.
LANGUAGE- French; English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Communication; Developing Nations; Foreign Countries; *French; Grammar; Instructional Materials; *Languages for Special Purposes; *Mathematics Instruction; Numbers; Public Schools; Second Language Instruction; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- Gabon; *Peace Corps

A set of instructional materials on technical French for mathematics instruction is designed for Peace Corps volunteers teaching math in Gabon. The materials consist of six lessons on the use of French to teach and express mathematical concepts and procedures, and information about the Gabonese educational system, in English. The French lessons include specific objectives, mathematical exercises, and vocabulary lists, with some illustrations. The lessons are designed so that by their completion, students can write, solve, and explain their own math problems, using the vocabulary and structures just introduced. The information on the Gabonese educational system describes and charts its structure. The charts are given in French. Appended materials include lists of mathematical symbols and their French language descriptions, rules governing the writing of numbers, useful expressions for the classroom, and additional mathematical vocabulary. (MSE)

ED 290 337
FL 017 124

Needham, Scott
Joseph eleve des poissons au Gabon. Guide pour l'elevage des poissons (Joseph Raises Fish in Gabon. Guide for Raising Fish).
Peace Corps, Washington, D.C.
PUB DATE- Dec 83
NOTE- 35p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agriculture; Business Administration; Developing Nations; *Entrepreneurship; *Facilities; Facility Requirements; *Fisheries; Foreign Countries; *French; Instructional Materials; Second Language Instruction; *Small Businesses; Technical Assistance; Uncommonly Taught Languages
IDENTIFIERS- *Gabon; *Peace Corps

A guide, in French, to raising fish for food and profit is designed to instruct and encourage Gabonese natives to establish family fisheries. It describes and illustrates in story form the process used to plan the fishery, clear the land, seek help from an agricultural agent, create a dam, make compost, plan and build the pond, feed the fish, harvest and sell them, and clean and restock the pond. (MSE)

ED 290 338
FL 017 125

Bellama, David
Cours de Hausa pour le Niger. Trainees' Manual (Hausa Course for Nigeria. Trainees' Manual).
Peace Corps, Washington, D.C.
PUB DATE- Sep 76
NOTE- 71p.; Revised and expanded edition.
LANGUAGE- English; Hausa
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Developing Nations; Foreign Countries; Form Classes (Languages); Grammar; *Hausa; Independent Study; Instructional Materials; *Intercultural Communication; *Interpersonal Communication; Numbers; Phonology; Second Language Instruction; Uncommonly Taught Languages; Verbs; Vocabulary Development
IDENTIFIERS- Gender (Language); *Nigeria; *Peace Corps

The student manual of a Hausa language course is designed for the training of Peace Corps volunteers in Nigeria. It consists of 12 lessons emphasizing grammar and vocabulary development for interpersonal communication. Lesson topics include daily communication needs and market vocabulary and expressions. The lessons contain information and examples but do not have exercises. A pronunciation guide to the Hausa alphabet is included. (MSE)

ED 290 339
FL 017 126

[Pulaar Language Manual].
Peace Corps, Washington, D.C.
PUB DATE- [87]
NOTE- 90p.
LANGUAGE- English; Pulaar; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Cultural Context; Dialogs (Language); Family Life; Grammar; Independent Study; Instructional Materials; *Intercultural Communication; *Interpersonal Communication; Learning Activities; Phonology; Second Language Instruction; Sociocultural Patterns; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Peace Corps; *Pulaar

A guide to Pulaar is designed for language learning by Peace Corps volunteers. It contains a pronunciation guide to the Pulaar alphabet, 12 language lessons for interpersonal and intercultural communication, and glossaries. The glossaries are in Pulaar, English, and French; all text is in English. The lessons consist of cultural information, a vocabulary list, a dialogue, grammar and pronunciation notes, and exercises suitable for written or oral practice. Lesson topics include greetings, being a guest, local geography and asking directions, meals, bargaining, health, times and seasons, fishermen, self-expression, family rites, social stratification, and saying goodbye. (MSE)

ED 290 340
FL 017 127

Cole, Richard; Douillard-Cole, Edith
A Vous de parler. Livre du professeur (Your Turn To Speak. Teacher's Manual).

Peace Corps, Washington, D.C.
PUB DATE- 83
NOTE- 316p.
LANGUAGE- French
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Course Content; Foreign Countries; *French; Grammar; Instructional Materials; Lesson Plans; Media Selection; Oral Language; Physical Activities; Questioning Techniques; Role Playing; Second Language Instruction; Teaching Guides; *Teaching Methods; Vocabulary Development
IDENTIFIERS- Error Correction (Language); *Morocco; *Peace Corps

A guide to second language teaching methods and content is designed for language teachers giving French instruction to Peace Corps volunteers in Morocco. It consists of an introductory section on classroom techniques and 38 instructional units on grammar and vocabulary. Each lesson outlines grammatical and vocabulary material to be presented to the students, with suggestions for presentation, a mini-dialogue, and ideas for classroom exercises and group activities. (MSE)

ED 290 341
FL 017 128

Clark, Raymond C.
Manuel du professeur. Corps de la paix serie de manuels de langue (Teacher's Manual. Peace Corps Language Handbook Series).
Experiment in International Living, Putney, Vt.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 80
NOTE- 86p.
CONTRACT- 79-043-1034
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Communication; *Classroom Techniques; Dialogs (Language); Drills (Practice); *French; Instructional Materials; Second Language Instruction; *Teaching Guides; *Teaching Methods; Visual Aids
IDENTIFIERS- *Peace Corps

A guide to second language teaching methods is designed for language teachers giving French instruction to Peace Corps volunteers. It consists of an introductory section on the aims and organization of a related series of instructional guides and an extensive section on 32 specific classroom techniques and activities for use with that series. Each technique is described, with steps or procedures given, variations suggested, and teacher notes provided. Some illustrations are included. (MSE)

ED 290 342
FL 017 129

MacMillin, Marlene Tege

Le Francais essentiel pour l'Afrique francophone. Livre du stagiaire (Essential French for French-Speaking Africa. Trainee's Book). Reprint No. R-11A.

Experiment in International Living, Putney, Vt.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- May 84
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Difficulty Level; *Foreign Countries; *French; Grammar; Independent Study; Instructional Materials; *Intercultural Communication; Introductory Courses; Second Language Instruction; *Second Languages; Self Evaluation (Individuals); Vocabulary Development
IDENTIFIERS- *Africa; *Peace Corps

The course in basic French for French-speaking Africa is intended for use by Peace Corps volunteers. It consists of lists of specific behavioral objectives for two proficiency levels and 20 lessons emphasizing grammar and vocabulary for everyday situations in Peace Corps work. Lessons contain a presentation of the basic material to be covered, pronunciation hints, suggested supplementary vocabulary, and exercises. The materials are designed for use in class and for independent study and self-evaluation. (MSE)

ED 290 343
FL 017 130

Hamayan, Else; Pfleger, Margo

Developing Literacy in English as a Second Language: Guidelines for Teachers of Young Children from Non-Literate Backgrounds. Teacher Resource Guide.

Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 32p.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *English (Second Language); Illiteracy; *Literacy Education; *Material Development; Parent Background; Second Language Instruction; Teaching Guides; Teaching Methods; *Young Children
IDENTIFIERS- *Content Area Teaching; Dialogue Journals

The resource guide for teachers of English as a second language (ESL) to young children of non-literate parents presents basic principles underlying the development of literacy in young second language learners and provides some practical suggestions for teaching reading and writing using the whole language approach. This approach uses different teaching methods and strategies. After an introductory section on second language learning and literacy in young children, the guide describes whole language methods for classroom use. The methods are presented in two groups: those that promote second language reading, and those promoting second language writing. Techniques presented include the language experience approach, shared reading with big books (i.e., books written specifically for children in enlarged print), sustained silent reading, dictated stories, creative writing, story completion, and dialogue journals. Specific classroom procedures and some charts are included. (MSE)

DOCUMENT RESUME

ED 290 344
FL 017 131

Peck, Brian M., Comp.
An Enumerative Bibliography of South Asian Language Dictionaries.
Tucson Applied Linguistics Group, AZ.
PUB DATE- Jan 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Austro Asiatic Languages; Bengali; *Dictionaries; *Dravidian Languages; Foreign Countries; Gujarati; Hindi; *Indo European Languages; Kannada; Language Classification; Malayalam; Marathi; Nepali; Panjabi; Tamil; Telugu; Uncommonly Taught Languages
IDENTIFIERS- *India; Khasi; Manipuri; Miju; Paite; Santali

The bibliography contains a listing of language families and language taxonomies for India, a map showing the general distribution of those languages, and listings of dictionaries for those languages. Each listing contains basic bibliographic information and the catalogue number assigned to that volume in the University of Arizona's library. Citations are categorized by language or languages: polyglot, Indo-Aryan languages (Hindi, English-Hindi, Hindi-English, Hindi-Indo-Aryan, Hindi-Dravidian, Hindi-Austric, Hindi-Tibeto-Burman, Bengali, Gujarati, Marathi, Nepali, Panjabi, and others); Dravidian languages (Kannada, Malayalam, Tamil, Telugu); Austric languages (Khasi, Santali); and Tibeto-Burman languages (Miju, Paite, Manipuri). The citations are also indexed by language, subject, author, and reverse chronology. (MSE)

ED 290 345
FL 017 132

Park, Cynthia Darche
Productivity of Derivational Morphemes among Bilingual Children.
PUB DATE- Apr 80
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Bilingual Students; English (Second Language); Grammar; *Language Acquisition; *Language Processing; *Language Proficiency; Limited English Speaking; Monolingualism; *Morphemes; Morphology (Languages); Spanish Speaking; Surveys; Young Children

A study tested the hypothesis that the production of derivational (as contrasted with grammatical) morphemes is acquired through a systematic development of three distinct psychological processes: comprehension, segmentation, and production, regardless of whether the individual is a first- or second-language learner. The subjects were 32 children, grades 2-5, who were non-English-speaking Spanish speakers, limited-English-speaking Spanish speakers, Spanish-English bilingual, and monolingual English speakers. The test used consisted of 24 items probing the existence in the child of a generalized rule for deriving morphemes. Results suggest that the hypothesized processes are not systematically consistent across related forms of English, but vary within the morpheme type examined. Monolinguals showed the same facility across morpheme types, limited-English-speakers were more proficient in suffixes than prefixes, and bilinguals showed the reverse pattern. In native Spanish, a progression of processes emerged, with segmentation the easiest and first learned. Suffixes were better known than prefixes in Spanish. (MSE)

ED 290 346
FL 017 133

Rondal, Jean A.; And Others
Pragmatical, Semantical, and Morpho-Syntactical Factors in the Development of Passives.

PUB DATE- Oct 86
NOTE- 42p.; Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Cognitive Processes; Foreign Countries; *French; *Language Acquisition; *Language Processing; Morphology (Languages); Phrase Structure; Pragmatics; Semantics; *Sentence Structure; Syntax; Verbs
IDENTIFIERS- Belgium (Liege); *Passives

Two experiments examined the process of acquisition of sentence structure in the passive voice among young children. The subjects were several hundred monolingual French-speaking children aged 4-11 in schools in Liege, Belgium. The two experiments used different subject groups. In the first experiment, the children were required to interpret sentences of varying types (plausible and plausibly reversible, implausible but plausibly reversible, and plausible but not plausibly reversible active and passive sentences) presented in either a realistic or a fictitious instructional context. Results showed complex patterns of responses illustrating the influences of semantic and syntactic factors in sentence comprehension, and their evolution over time. In the second experiment, the subjects interpreted syntactically regular and anomalous passive sentences according to semantic type. Results suggest that when the formal syntactic marks of passivity play a major role in sentence interpretation, the influence of the agentive preposition is more important than that of the auxiliary and/or past participle. A view of the development of passive sentence comprehension that sees it as an evolutionary product of a flexible set of interpretive strategies relating semantic and syntactic factors is proposed. (Author/MSE)

ED 290 347
FL 017 134

Guerrero, Frank; And Others
Chapter I English as a Second Language Program, 1985-1986. OEA Evaluation Section Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *English (Second Language); *Intensive Language Courses; Junior High Schools; Limited English Speaking; Private Schools; Program Evaluation; *Second Language Programs; Skill Development; *Urban Schools
IDENTIFIERS- *New York (New York)

A program in English as a second language for students in New York nonpublic schools is evaluated. The program provided intensive English language supplemental instruction to enhance listening, speaking, reading, writing, cognitive, and conceptual skills in limited-English-speaking students in kindergarten through grade 8. Evaluation was accomplished through language and basic skills testing. The results suggest that the program was generally highly successful as measured by test score gains. All of the gains were above the program's criteria of success. Recommendations call for improved techniques for measuring student progress and increased student access to read-along tapes. The report contains background information, a description of the program and its organization, presentation of student outcome data, and conclusions and recommendations. (MSE)

ED 290 348
FL 017 146

Mancienne, Roger
Kreol: A Language Training Program for Peace Corps-Seychelles.

Peace Corps, Washington, D.C.
PUB DATE- Nov 85
NOTE- 140p.; Photographs will not reproduce clearly.
LANGUAGE- Kreol; English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conversational Language Courses; *Creoles; Daily Living Skills; Foreign Countries; French; Grammar; Instructional Materials; *Interpersonal Communication; Introductory Courses; *Oral Language; Second Language Instruction; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Peace Corps; *Seychelles

A course in French-derived Kreol is designed for language learning among Peace Corps volunteers assigned to the Seychelles. The materials consist of 36 lessons on topics of daily communication needs. Lessons contain a story, dialogue, and/or list of expressions, exercises, and vocabulary and grammar notes and translations in the margin. Some illustrations are included. (MSE)

HE

ED 290 349
HE 020 584

Diamond, Robert M.; Gray, Peter
National Study of Teaching Assistants.
Syracuse Univ., N.Y. Center for Instructional Development.

PUB DATE- Jan 87
NOTE- 83p.
AVAILABLE FROM- Syracuse University, Center for Instructional Development, (Robert M. Diamond), 111 Waverly Avenue, Suite 220, Syracuse, NY 13244-2320 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Background; Foreign Students; Higher Education; National Surveys; Questionnaires; Research Universities; *Supervision; *Teacher Responsibility; *Teaching Assistants; Teaching Experience

The background, responsibilities, and preparation of teaching assistants (TAs) from a representative group of eight U.S. research institutions were studied in 1986. The questionnaire covered: demographic information about TAs (e.g., academic department, highest level of education, county of origin, gender); teaching responsibilities (e.g., lecturing, grading, advising); preparation for teaching; and orientation or training that foreign TAs might have received and problems they have encountered. Questionnaires were completed by 1,357 TAs, 68% of whom were teaching in disciplines generally classified as the arts and sciences. Seventeen percent of the TA respondents were foreign students, and 45% were from Asian countries. Findings include: one of every three TAs was fully responsible for a course including lecturing, grading, and counseling; nearly half of all TAs had taught previously and three out of four hoped to teach after they had received their degrees; one in 25 did not have the appropriate academic background for their assignment and one in six was teaching outside their discipline; and one in five women reported less adequate guidance and support than men. The questionnaire is appended. (SW)

ED 290 350
HE 020 708

Clinton, Bill; And Others
Jobs, Growth & Competitiveness. Making America Work: Productive People, Productive Policies.
National Governors' Association, Washington, D.C.
PUB DATE- 87
NOTE- 107p.
AVAILABLE FROM- National Governors' Association, Hall of the States, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 ($15.00 each, 1-10 copies; $10.00 each, 11-25 copies; $8.00 each, over 26 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Competition; *Economic Change; *Economic Climate; Economic Progress; *Educational Policy; *Employment Opportunities; Federal State Relationship; Higher Education; *Public Policy; School Business Relationship

This report of the Task Force on Jobs, Growth, and Competitiveness of the National Governors' Association is intended to serve as a blueprint for revitalizing the U.S. economy and creating new economic opportunity. The report presents a number of policy options for states to adapt to their own needs. Recommendations are based on the following goals: American productivity must be increased; the federal budget deficit must be reduced; equitable trade relationships must be established; and economic disparities across states and regions must be minimized so that all Americans can share in the new economy. To achieve these goals, a four-part plan or blueprint for economic opportunity is recommended: (1) develop productive workers; (2) create efficient workplaces; (3) support responsive communities; and (4) implement the federal action agenda. Within each of the four area, specific recommendations for state action are made, involving education for a technology-based economy, cooperation between education and business, economic and policy changes to facilitate the growth of American business, and changes in the federal-state partnership. (KM)

ED 290 351
HE 020 711

Educational Access and Achievement in America. Proceedings of the Symposium Marking the Twentieth Anniversary of the Washington Office of the College Board (Washington, D.C., April 8, 1987).
College Entrance Examination Board, Washington, D.C.
PUB DATE- 8 Apr 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Access to Education; Agency Role; Black Students; *Educational Quality; Federal Aid; *Government School Relationship; *Higher Education; *Minority Groups; Policy Formation; *Public Policy
IDENTIFIERS- College Entrance Examination Board

Educational access and achievement in the United States are considered in these proceedings of a 1987 symposium sponsored by the College Board. Of concern are federal responsibility for education, what has been accomplished, and what remains to be done as public policy debate continues about how to achieve equity, excellence, and reform in U.S. education. After Alice M. Rivlin's keynote address, "Reflections on Twenty Years of Higher Education Policy," reactions by the following panel members are provided: Floretta D. McKenzie, James O. Freedman, and Chester E. Finn, Jr. Ms. Rivlin identifies common themes in policy debates 20 years ago and today: the need for a crisis in order to take action in policy making, the alternation of interest in distributive justice (access or equity) and the quality of the product that is distributed, ambivalence about the market mechanism in the United States, and a tension between public and private solutions to perceived dilemmas. The proceedings are concluded by College Board president Donald M. Stewart in the paper "Future Imperatives for American Education." The Board's mission of broadening and equalizing educational opportunity, trends in the federal government's commitment to education, and defining educational quality are addressed. (SW)

ED 290 352
HE 020 713

The College Cost Book, 1987-88. Eighth Edition.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
REPORT NO.- ISBN-0-87447-288
PUB DATE- 87
NOTE- 285p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.95; 20% discount on 5 or more copies).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Eligibility; Family Income; *Federal Aid; Higher Education; Money Management; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; Parent Financial Contribution; Private Financial Support; Scholarships; State Aid; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- *Paying for College

Expenses at over 3,100 schools and colleges are identified for 1987-1988, and information is presented on student financial aid, immediate and long-range planning for meeting college costs, and the new tax laws. Colleges that offer tuition and fee waivers and special tuition payment plans are specified. New information for each college includes the percentage of freshmen receiving need-based and other types of aid; the availability of academic, athletic, art, music/drama, and other scholarships; and application deadlines and need analysis forms required. The following financial aid sources are examined: Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans (formerly National Direct Student Loans), College Work-Study Program, the Guaranteed Student Loan, service academies, Reserve Officers' Training Corps, Bureau of Indian Affairs, veterans' education benefits, vocational rehabilitation benefits, state government programs, aid from the college, and help from private student aid sources. Included are: a glossary, sample financial aid forms, national and regional tables of typical colleges costs, need analysis worksheets, colleges listed alphabetically, and information sources about state grant programs and the Guaranteed Student Loan Program. (SW)

ED 290 353
HE 020 872

Arbeiter, Solomon
Enrollment of Blacks in College: Is the Supply of Black High School Graduates Adequate? Is the Demand for College by Blacks Weakening? Research and Development Update.
College Entrance Examination Board, New York, N.Y.
PUB DATE- Oct 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; *College Attendance; College Bound Students; College Students; Comparative Analysis; *Declining Enrollment; *Demography; Educational Demand; *Enrollment Trends; Higher Education; *High School Graduates; Noncollege Bound Students; Population Trends; Sociocultural Patterns; White Students

Factors that have affected the decline in black college enrollments in the 1980s are explored. Demographics of the teenage cohort during 1973-1983 are reviewed, and attributes of blacks and whites are compared to determine any significant changes among or between the black and white teenage populations that would account for the decline in black college enrollments. Demographic data are highlighted for 18- and 19-year-olds, 15- to 19-year-olds, or populations under 18 for the years 1973, 1978, and 1983. Demographic factors are considered that would indicate social disarray: homicide rates, total arrests, drug violations, and teenage pregnancies for black and white youth. Also assessed are: birthrates, high school graduation rate, curriculum of high school seniors by racial/ethnic group for 1972 and 1980, distribution of active duty forces by service and race/ethnicity, and employment and college attendance of high school graduates for 1977, 1980, and 1983. It was found that the number of black high school graduates has increased during 1978 and 1984, and these graduates appear to be more academically able than in past years. However, black high school graduates are increasingly selecting options other than college after high school. (SW)

ED 290 354
HE 020 877

University of Minnesota Students: A Statistical Profile, Twin Cities Campus, 1986-87.
Minnesota Univ., Minneapolis. Office for Student Affairs.
PUB DATE- 14 Sep 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; College Freshmen; *College Students; College Transfer Students; *Degrees (Academic); *Enrollment Trends; Geographic Distribution; Higher Education; Majors (Students); *Place of Residence; School Statistics; *State Universities; *Student Characteristics; Trend Analysis
IDENTIFIERS- *University of Minnesota Twin Cities

Trends in student characteristics at the University of Minnesota, Twin Cities campus, are reported for day students. In most cases fall 1986 data are compared with historical data from fall 1981. Data and brief narrative analysis are provided on: headcount enrollments for fall quarters by collegiate unit, level, and registration status, 1977-1986; selected student demographic characteristics (sex, age, ethnicity, place of residence categories, credit load, school class), 1981 and 1986; geographic distribution by Minnesota county and state, fall 1986; new freshmen demographic characteristics (sex, age, ethnicity, place of residence, high school rank, verbal and math aptitude test scores), 1981 and 1986; selected student lifestyle characteristics (e.g., marital status, living arrangement, distance from campus, commuter status, hours working), 1981 and 1986; degrees conferred by degree level, 1976-1977 and 1985-1986; sex and ethnicity of degree recipients, 1980-1981 and 1985-1986; top 10 major fields of bachelor's degrees, 1980-1981 and 1985-1986; and persistence of fall 1977 freshmen and transfer students. (SW)

ED 290 355
HE 020 922

Facilities Inventory and Utilization Study, Fall of 1986, for The State of North Carolina. Twentieth Edition.
North Carolina Commission on Higher Education Facilities, Chapel Hill.
PUB DATE- Sep 87
NOTE- 205p.
AVAILABLE FROM- State Commission on Higher Education Facilities, University of North Carolina-General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688 ($6.92).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Capital Outlay (for Fixed Assets); Classrooms; *College Buildings; Community Colleges; Facility Inventory; *Facility Utilization Research; Higher Education; *Institutional Characteristics; Private Colleges; Public Colleges; *Space Utilization; *State Surveys
IDENTIFIERS- *North Carolina

Results of the 1986 North Carolina Higher Education Facilities Inventory and Utilization Study are presented, based on data from 114 colleges. Tabular data and narratives appear under four headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while individual state college data are provided. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)

ED 290 356
HE 020 924

Van de Water, Gordon; Augenblick, John

Working While Studying: Does It Matter? An Examination of the Washington State Work Study Program.

AVA, Inc., Denver, CO.
SPONS. AGENCY- Washington State Higher Education Coordinating Board, Olympia.
PUB DATE- May 87
NOTE- 138p.
AVAILABLE FROM- Higher Education Coordinating Board, 908 East 5th, EW-11, Olympia, WA 98504.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Credits; *College Students; *Grade Point Average; Higher Education; Questionnaires; State Programs; *Student Employment; Student Financial Aid; Undergraduate Students; *Work Study Programs
IDENTIFIERS- College Work Study Program; *Washington; *Washington Work Study Program

The impact of working on academic performance and persistence of a sample of full-time undergraduates enrolled in Washington State's public and private institutions during fall 1983 through spring 1985 was studied. Data sources included: student records for the State Work Study, College Work Study, and nonworking financial aid recipients; and surveys of campus administrators and students. It was found that work had no impact on the academic performance and very little impact on the academic progress of full-time undergraduates. Neither the number of hours worked nor the rate of pay had a strong impact on a student's grade point average (GPA), number of credit hours attempted, or the ratio of credits earned to credits attempted. For persistence, the working student, on average, was estimated to take slightly longer to complete college than the nonworker. Additional findings include: the best college GPA prediction was high school GPA; older students performed better academically than the younger students; and State Work Study students generally had higher GPAs than College Work Study students or nonworkers. Included are a data element dictionary, the administrator and student surveys, and a condensed version of the study report. (SW)

ED 290 357
HE 020 926

Johnson, William L.; Snyder, Karolyn J.
Faculty Development in Colleges of Education: A Systemic Model.
PUB DATE- [87]
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Accountability; Educational Assessment; Educational Planning; *Faculty Development; Higher Education; Instructional Improvement; Leadership; Models; *Needs Assessment; *Questionnaires; School Effectiveness; *Schools of Education; *Skill Development; Staff Development; Teamwork

A model for faculty development in colleges of education was developed based on the research on school planning, program and staff development, and school assessment. A needs assessment instrument was developed to identify training needs of principals in instructional leadership roles, and the instrument was revised to assess training needs of college of education faculty. The model for productive college management focuses on altering learning norms and entails a systems approach. Research indicates that planning in successful schools generally is collaborative and includes setting school improvement goals related to instruction; assigning goal-tasks to teams; and holding individual teachers accountable for their role in the school's success. Staff development is linked to school goals, is planned by staff, and includes workshops and subsequent teaching coaching. Development of the school's program results from instructional standards, and school assessment is based on an accountability model and includes measures of student gains and staff performance as they relate to school goals. The design of the needs development instrument to identify training needs is described in detail. Results of applying the instrument with college of education faculty are summarized. Fifty-three references and four tables including the study instrument are appended. (SW)

ED 290 358
HE 020 927

Farquhar, Robin H.
The Financial Circumstances of Universities: Problems and Responses.

PUB DATE- 14 Jan 87
NOTE- 15p.; Paper presented at the University of Winnipeg Students' Association "Cutbacks Teach-In" (Winnipeg, Manitoba, Canada, January 14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Educational Quality; *Financial Problems; Foreign Countries; Government School Relationship; *Higher Education; Resource Allocation; *Retrenchment; *State Aid; Student Costs
IDENTIFIERS- Canada; *Manitoba

Financial problems that are being experienced by colleges and universities in Manitoba, Canada, likely results of these problems, and actions that might be taken are discussed by the president of University of Winnipeg. Provincial aid to universities in Manitoba has been inadequate. One major consequence resulting from financial problems is retrenchment: elimination of courses, jobs, and programs. Quantitative cutbacks mean that universities cannot accomplish the range of functions that is needed to advance learning. Financial constraints also reduce quality in college programs, the library and other facilities, salaries and benefits, and administrative and support services. Increasing college costs to provide more revenue puts the objective of accessibility in jeopardy. It is suggested that universities need to convince the government that higher education deserves a higher priority in funding. Higher education needs to be clear on its values, priorities, and plans so that a persuasive message can be conveyed to the public. To tap other sources of revenue, it is important to ensure that projects are consistent with the college mission. (SW)

DOCUMENT RESUME

ED 290 359
HE 020 928

Farquhar, Robin H.
Technology and Universities.
PUB DATE- 13 May 87
NOTE- 11p.; Paper presented at the Canadian Information Processing Society's Congress '87, "Technology for People" (Winnipeg, Manitoba, Canada, May 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Libraries; College Planning; College Role; *Computer Oriented Programs; Data Processing; *Higher Education; Research; School Registration; *Social Change; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *University of Winnipeg (Canada)

The role of the university as a promoter and user of technology is discussed, along with the university's role as observer and critic of technology. Examples of how the university uses technology are provided, including registration, research, library operations, energy conservation, planning, and management. Questions that have been posed about technology by higher education include: whether technology will replace judgment, intuition, and responsibility; whether technology will reduce interpersonal contact; whether technology will discourage divergent thinking, originality, and imagination; whether technology will smother individuality and blur individual differences; whether technology will retard physical development, limit outdoor activity, and frustrate aesthetic expression; and whether technology will exacerbate inequities. Based on the experience of the University of Winnepeg, examples are cited of the relationship between university uses of technology and criticisms of it. Some positive answers were found, among them that: the use of technology in registration has improved access and choice of courses; technology has enhanced distance education; and technology has improved library operations. (SW)

ED 290 360
HE 020 929

Mason, Ward S., Ed.
Proceedings of a Conference on Disseminating Findings of Research on Postsecondary Governance and Finance (College Park, Maryland, November 21, 1986).

National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 97p.
AVAILABLE FROM- National Center for Postsecondary Governance and Finance, EDPA 2110, Benjamin Building, University of Maryland, College Park, MD 20742 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; *Educational Research; *Governance; Information Dissemination; Organizational Effectiveness; *Postsecondary Education; *Research and Development Centers

The dissemination of research findings concerning postsecondary education governance and finance is considered in the proceedings of a 1986 conference sponsored by the National Center for Postsecondary Governance and Finance. Included are four commissioned papers, a background paper, a paper reviewing the role of effectiveness, and an overview of participant reaction to these papers. Paper titles and authors are as follows: "Planning for Research Use in Postsecondary Governance and Finance" (Ward S. Mason); "On Learning To Add" (William N. Dunn); "Effective Dissemination in a National Education Research Center" (John H. Hollifield); "Meshing the Gears: Reporting on Higher Education in America" (Mike Bowler); "The Consensus Development Conferences of the National Institutes of Health as a Model for Education and Other Fields" (Ronald G. Havelock); and "Dissemination, Communication Effects and Organizational Effectiveness" (Kathryn Theus). Included is a framework for disseminating policy research that includes policy analysis, technical communication, and public information. Mr. Hollifield's paper describes dissemination activities of The Johns Hopkins Center for Effective Elementary and Middle Schools. (SW)

ED 290 361
HE 020 984

Report of the Pension Issues Study Conducted for the Washington Higher Education Secretariat, Pension Issues Committee and TIAA-CREF. Executive Summary.
Roper Organization, Inc., New York, N.Y.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.; Washington Higher Education Secretariat, Washington, D.C.
PUB DATE- Oct 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Presidents; Higher Education; Participant Satisfaction; *Retirement Benefits; School Business Officials; *Teacher Attitudes; *Teacher Retirement
IDENTIFIERS- *College Retirement Equities Fund; *Teachers Insurance and Annuity Association

Studies of what participants in the retirement plan of the Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) want and expect from their pension plan are summarized. The studies also sought to determine the similarities and differences in the attitudes of individual participants and participating institutions. In addition to two groups of individual pension plan participants, two groups of officers of participating institutions (presidents and business and personnel officers) were surveyed in spring and summer 1987. Completed questionnaires were received from almost 89% of 784 colleges in the TIAA-CREF system. A total of 1,000 randomly-selected participants in TIAA-CREF were interviewed by telephone, along with 500 randomly-selected retired annuitants receiving TIAA-CREF pension benefits. A total of 520 presidents and 590 business or personnel officers responded to questionnaires. In general, TIAA-CREF was viewed favorably by both individual participants and institutional officers. A minority in both of the two individual groups who were interviewed wanted changes in the TIAA-CREF program, such as higher contribution levels and pension benefits. Technical notes on the surveys are included. (SW)

ED 290 362
HE 020 986

The College Handbook. Foreign Student Supplement, 1987-88.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
REPORT NO.- ISBN-0-87447-290-3
PUB DATE- 87
NOTE- 248p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.95; 20% discount on 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Admission; College Applicants; College Choice; College Entrance Examinations; College Preparation; Degrees (Academic); *English (Second Language); Enrollment Trends; *Foreign Students; *Graduate Study; Higher Education; Information Sources; Institutional Characteristics; Intensive Language Courses; International Educational Exchange; Student Costs; Student Financial Aid; *Study Abroad; *Undergraduate Study

Information on foreign student policies at 1,955 accredited U.S. colleges and universities is presented. Separate sections for undergraduate and graduate students provide detailed information in a tabular format, including degree levels offered, enrollment for both foreign and U.S. students, admissions tests and English as a foreign language requirements, admissions and financial aid application deadlines, costs to foreign students for the academic and calendar year, financial aid for foreign students, intensive English-language programs, and sources of information and advising for foreign students in their country. The directory also provides advice to help foreign students prepare for college in the United States, as well as: a glossary of college terms, a list of college addresses and telex numbers, checklists, a predeparture calendar, information on the Foreign Student Information Clearinghouse, a code list of fields of study, and worksheets to help in the process of selecting and applying to colleges. (SW)

ED 290 363
HE 020 992

The Financing of Graduate and Professional Education in Minnesota with Coordinating Board Recommendations. A Policy Paper.

Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 19 Feb 87
NOTE- 58p.; For related document, see HE 020 993.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Doctoral Degrees; *Educational Finance; Enrollment; Fellowships; *Financial Policy; Full State Funding; *Graduate Study; Higher Education; Masters Degrees; Postsecondary Education; *Professional Education; *State Aid; State Colleges; State Universities; Student Financial Aid; Tuition Grants
IDENTIFIERS- *Minnesota

Designed to assess the relationship of various state policies for postsecondary education to graduate and professional education, this report identifies principal financing issues for use in advising state policy-makers. An introductory section describes the background and approach of the study, findings and conclusions, recommendations (including the rationale and impact of each), and the background of graduate and professional education. Chapter II describes the nature of graduate and professional education and its costs. Chapter III analyzes the state's financial support for advanced study in Minnesota through the financing of institutions, programs and students. Chapter IV provides background on topics which provide perspective on financing graduate and professional education in Minnesota. Major developments shaping advanced study nationally are outlined in Chapter V. Conclusions about the appropriateness of state financing policies are presented in Chapter VI. Five tables provide data on funding, institutions, enrollments and degrees. The Board recommendations include continued unrestricted financing of systems; funding of graduate fellowships at the University of Minnesota; exploration of more creative ways to assist graduate and professional students in financing their education; and exploration for the establishment of guidelines for program outcomes. (KM)

ED 290 364
HE 020 993

The Financing of Graduate and Professional Education in Minnesota with Coordinating Board Recommendations. Staff Technical Paper.
Minnesota Higher Education Coordinating Board, St. Paul.

PUB DATE- 19 Feb 87
NOTE- 248p.; For related document, see HE 020 992.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Doctoral Degrees; Educational Demand; *Educational Finance; Educational Supply; Enrollment; Fellowships; *Financial Policy; Full State Funding; *Graduate Study; *Higher Education; Masters Degrees; Postsecondary Education; *Professional Education; *State Aid; State Colleges; State Universities; Student Financial Aid; Tuition Grants
IDENTIFIERS- *Minnesota

This report provides the technical documentation and detail supporting the policy paper of the same title. The study reported here examined the relationship between various state financing policies for postsecondary education to graduate and professional education in Minnesota. Following an overview of the Coordinating Board recommendations, giving their background and the rationale and impact of each, the report is organized into the following chapters: (1) introduction (reassessing graduate and professional education, mandate and purpose, approach and organization); (2) nature and costs of graduate and professional education (diversity of purpose, degrees and costs); (3) financing of systems and institutions in Minnesota (financing policies, University of Minnesota funding, state university system funding, policy impacts, and alternative policies); (4) financing of programs related to advanced study in Minnesota; (5) financing of graduate and professional students in Minnesota; (6) status of graduate and professional education in Minnesota; (7) importance of graduate and professional education in the United States; (8) national market conditions; and (9) conclusions (issues and alternatives). Forty-three tables provide data on funding, expenditures, revenues, tuition, enrollment, student finances, and degrees. A list of advanced degree programs is appended. (KM)

ED 290 365
HE 020 996

Teaching Assistant Handbook, 1986-1987.
Maryland Univ., College Park. Dept. of Physics and Astronomy.
PUB DATE- [87]
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Astronomy; *Classroom Techniques; College Science; *Educational Facilities; *Graduate Students; Higher Education; Laboratories; *Physics; School Organization; *Teaching Assistants
IDENTIFIERS- *University of Maryland College Park

A handbook for teaching assistants (TAs) at the Department of Physics and Astronomy at the University of Maryland, College Park, is presented to provide information concerning departmental organization and facilities as well as teaching ideas and problems. TAs with the department are either graders who primarily grade homework and tests and graduate teachers who conduct recitations and/or laboratories as well as grading exams, homework, and lab reports. Policies of the Graduate Committee on TAs cover outside employment, what to do if the assistantship is removed, and requesting release from TA responsibilities. In addition to the evaluation of TA and TA awards, teaching hints are offered concerning the classroom, examination proctoring, teaching recitation classes, opening of semester activities, and the introductory laboratory. Support facilities are also covered, including the lecture demonstration area, elementary and advanced laboratories, tutoring facilities, and computing facilities. Policies concerning student injury and telephone use are specified, and information is provided on the Engineering and Physical Sciences Library and the Counseling Center. (SW)

ED 290 366
HE 020 998

Castan, Con, Comp.
The "Discipline" of English in the Eighties. Working Papers in Distance Education, No. 6.
Queensland Univ., Brisbane (Australia). Div. of External Studies.
PUB DATE- 82
NOTE- 28p ; Papers presented at a seminar (Queensland, Australia, December 10, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Departments; *Distance Education; *Educational History; *English Curriculum; English Instruction; *English Literature; Extension Education; External Degree Programs; Higher Education; *Intellectual Disciplines; Intellectual History; Literary Criticism; Literary History
IDENTIFIERS- *Australia

Three papers given at a seminar on the state of the "discipline" of English are presented which form an introduction to an analysis of the activity of "teaching and researching English" as it is currently being done at Queensland University (Australia) and others. Following an introduction summarizing the background of the seminar and the topics discussed: In "English as a Discipline," K. G. Hamilton describes the development of the present English curriculum over the past 30 years and possible future developments for English education. "The "Discipline' of English," by Dan O'Neill discusses the international development of English studies over the past two centuries and suggests future changes, including a "Copernican revolution" in the relationship between literary criticism and history that currently exists in English studies. In "The Future of English: A Contribution," M. Hollington discusses recent developments in the broader field of literary studies. There was consensus among the seminar participants on several points; e.g., that the present diversity is good; that the department should be renamed the Department of Literary Scholarship and Criticism and that it should deal primarily with literature written in English; and that the framework of literary studies be broadened to include other aspects of culture. (KM)

ED 290 367
HE 021 000

Benson, Ann Giles; Adams, Frank
To Know for Real: Royce S. Pitkin and Goddard College. First Edition.
REPORT NO.- ISBN-0-912362-06-5
PUB DATE- 87
NOTE- 278p.
AVAILABLE FROM- Adamant Press, Box 7, Adamant, VT 05640 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Innovation; Educational Principles; Educational Theories; *Experimental Colleges; Experimental Curriculum; Higher Education; *Nontraditional Education; *Private Colleges
IDENTIFIERS- *Goddard College VT; Institutional History; Pitkin (Royce S)

This history of Goddard College (Vermont) and its founder and first president, Royce S. Pitkin, discusses the founding, growth and success of the college. The hypothesis for this experimental college was that the education necessary to a civilized society is a process of dealing with the growth and realization of potential in the context of the learner's entire life. The following chapters are included: (1) A Radical College; (2) Goddard Seminary; (3) A Four-Year Junior College; (4) A Vermont School for Living; (5) Living What You Learn; (6) Democratic Education; (7) Self-Reliant Individuals; (8) To Live a Good Life; (9) The Folk School Idea; (10) Individual and Community; (11) Accreditation; (12) Testing Ideas with Action; (13) A Communist School with Coed Rooming; (14) Real Life Problems; (15) In the Face of Adversity; (16) The Experimental College; (17) A Community for Learning; (18) Promises to Keep; (19) An Experimenting College; (20) The Multi-Campus Experiment; (21) The Adult Degree Program; (22) The Process of Education; and (23) To Know for Real. An epilogue, footnotes, an index, and a comparison of 1938 and 1968 budgets are appended. (KM)

ED 290 368
HE 021 004

Wilder, Martin A., Jr.; Kellams, Samuel E.

Commitment to College and Student Involvement.

PUB DATE- Apr 87
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Freshmen; Colleges; College Students; *Goal Orientation; Higher Education; Longitudinal Studies; Questionnaires; School Surveys; Social Behavior; *Student Attitudes; Student Characteristics; *Student College Relationship; Student Educational Objectives; *Student Participation; Success; Teacher Student Relationship
IDENTIFIERS- Mary Washington College VA

The relationship between college students' goal and institutional commitments and their levels of academic and social involvement was examined. The study was longitudinal, examining all of the residential freshmen (N=670) who entered Mary Washington College (Virginia) in the fall of 1985, from a point prior to matriculation to a point late in the freshman year. Students were surveyed to determine goal commitment and institutional commitment, and background variables (including parents' educational levels, student's high school rank and Scholastic Aptitude Test scores, intended major, and gender) were controlled. It was concluded that college involvement can be predicted from levels of initial goal and institutional commitment. Specifically: (1) what students bring with them to college predisposes them to get involved, as background factors themselves account for 3% to 18% of the variation; (2) initial goal commitment is a significant predictor of most of the measures of students' academic and social involvement; and (3) initial institutional commitment was not associated with any of the measures of academic or social involvement after background variables were controlled. Appendices provide student background data, the survey instruments, and factor loading data. (KM)

ED 290 369
HE 021 040

Syverson, Peter D.; Robinson, Dawn S.
CGS/GRE Annual Survey of Graduate Enrollment. 1986 Report.
Council of Graduate Schools in the U.S., Washington, D.C.;
Educational Testing Service, Princeton, N.J.; Graduate Record
Examinations Board, Princeton, N.J.
PUB DATE- Dec 87
NOTE- 35p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; *Enrollment Trends; Females; Foreign Students; Geographic Regions; *Graduate Students; Higher Education; Males; *Masters Degrees; Minority Groups; Private Colleges; Public Colleges; Questionnaires; School Surveys; *Student Characteristics

Data on graduate enrollments by enrollment status, sex, citizenship, ethnic group, and discipline are presented based on the results of the 1986-1987 Graduate Enrollment Survey sponsored by the Council of Graduate Schools and the Graduate Record Examination Board. Questionnaire responses were received from 504 graduate-level institutions. Four sections of data are presented: data for all enrolled graduate students, data for only first-time graduate students in fall 1986, data on graduate degrees granted between July 1, 1985 and June 30, 1986, and data on completed applications submitted for the fall 1986 term. Findings include: the institutions enrolled a total of 953,400 graduate students in fall 1986 and 71% of these enrollments were at public institutions; nearly one-half of the students were women; part-time students constituted 53% of the total enrollment; 61% of women and 50% of men were enrolled part-time; Black students accounted for 4% percent of the total graduate enrollment, while Asians were 3% percent of the total, followed by Hispanic and American Indian students with 2% percent and 0.4% percent, respectively. The survey questionnaire and a new taxonomy of disciplines are appended. (SW)

ED 290 370
HE 021 043

Koehler, Lyle
Helping Students To Succeed: A Report on Tutoring and Attrition at the University of Cincinnati.
PUB DATE- 83
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; Enrollment Rate; Grade Point Average; Higher Education; Longitudinal Studies; Nontraditional Students; Racial Differences; School Holding Power; Sex Differences; *Student Attrition; *Success; *Tutorial Programs; *Tutoring
IDENTIFIERS- *University of Cincinnati OH

To provide longitudinal data on the effects of tutorial programs on retention/attrition, data were collected on 487 students tutored by Tutorial and Referral Services of the University of Cincinnati and on 292 non-tutored students who requested the program's assistance in 1978-1979. These students were tracked through the 1981-1982 school year. Data were gathered and analyzed on grade point averages, continued enrollment versus dropping out or failing, and other factors. The tutored and nontutored students were very similar on such success predictors as incoming grade point average (18.3% lower than the mean), test scores (as much as 43% lower), high school rank, and status as a nontraditional student (more than half were over 22 years old). The results of the study include the following: (1) 36% of the nontutored group failed to enroll in 1979-80, whereas only 18.5% of the tutored group failed to enroll that year; (2) 24.3% of the remaining nontutored students left during 1980-81, compared to only 9% of the remaining tutored students; (3) students who left, among both groups, usually did not return in subsequent years; (4) the small group of tutored students who used the tutorial services most frequently and for the longest period were the most likely to be retained; (5) tutoring made a substantial difference in the retention of students over 30 years of age, students under 25, and black students; and (6) the greatest differences were found for blacks than for the other groups. Eight tables of data are appended. (KM)

ED 290 371
HE 021 044

Astin, Alexander W.; And Others
The American Freshman National Norms for Fall 1987.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- American Council on Education, Washington, D.C.
PUB DATE- Dec 87
NOTE- 274p.; For related documents, see ED 278 296 and HE 021 045.
AVAILABLE FROM- Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, CA 90024 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Business Administration; *Career Choice; *College Freshmen; College Students; Computer Science; Engineering; Higher Education; Majors (Students); Medicine; *National Norms; National Surveys; Nursing; Objectives; Racial Differences; Sex Differences; Socioeconomic Background; *Student Attitudes; *Student Characteristics; Student Financial Aid; Teaching (Occupation); Technology
IDENTIFIERS- *ACE UCLA Freshman Survey; *Cooperative Institutional Research Program; United States

This is the 22nd annual report of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. The normative data are reported separately for men and women, and for 35 groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic and Protestant), type (university, four-year, two-year), and the selectivity level of the institution. Following the 10 pages of data, six appendices provide extensive information on the research methodology, the 1987 student information form, the coding scheme for collapsed items, institutions participating in the freshman survey, precision of the normative data and their comparisons, and a sample report furnished to campuses participating in the survey. Twelve figures illustrate freshmen interest in selected career areas, goals, political preferences, smoking habits, and participation in federal financial aid programs. Highlights of the normative data include the following: (1) a rising interest in teaching careers; (2) declining interest in engineering and technology careers; and (3) business as the most preferred career. Eleven pages of background materials for a January 14, 1988, press briefing are included with the report. (KM)

ED 290 372
HE 021 045

Interest in Teaching Careers Rising; Technology and Nursing Careers Falling Sharply. 1987 Freshman Survey Report.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- American Council on Education, Washington, D.C.
PUB DATE- [Dec 87]
NOTE- 12p.; For related document, see HE 021 044. Some pages printed on light yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Career Choice; *College Freshmen; College Students; Computer Science; Engineering; Higher Education; Labor Supply; Majors (Students); Medicine; National Norms; National Surveys; *Nursing; Objectives; Sex Differences; Student Attitudes; *Student Characteristics; Student Financial Aid; *Teaching (Occupation); *Technology
IDENTIFIERS- *ACE UCLA Freshman Survey; Cooperative Institutional Research Program; United States

According to the 22nd annual survey of entering freshmen in the United States, freshman interest in teaching careers has increased by more than two-thirds since 1982. However, this level of interest still falls short of the projected demand. The 1987 data also suggest potential problems with future supplies of certain technology and health care professionals. Interest in nursing among freshman women has fallen by more than half in 4 years, to 4%. Engineering and technology continue to show sharp declines among both sexes, although interest is higher now among women than 10 years ago. Freshman interest in engineering has fallen by more than a fourth since 1982, and in computing by more than two-thirds in the same period. Among freshman women, the career preference for medicine almost equals the interest in nursing. Business continues to be the most preferred career among freshmen, and being financially well off is one of the top personal life goals. Among political preferences, "middle-of-the-road" is still the largest category among freshmen, although they strongly endorse a number of traditionally liberal issues. The 1987 data also suggest that freshman participation in government aid programs may have stabilized after six years of steady decline. An American Council on Education press release on this report is attached. (KM)

DOCUMENT RESUME

ED 290 373
HE 021 046

National Estimates of Higher Education Statistics: 1987. Early Estimates.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-203
PUB DATE- Dec 87
NOTE- 8p.; Some tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Associate Degrees; Bachelors Degrees; *College Students; *Degrees (Academic); Doctoral Degrees; Enrollment Projections; *Enrollment Rate; Expenditures; Higher Education; Income; Masters Degrees; *National Surveys; Private Colleges; Public Colleges; Sex Differences; Two Year Colleges
IDENTIFIERS- *United States

Findings from the 1987 Early National Estimates survey of more than 600 institutions of higher education show that the U.S. higher education enrollment continues to hold steady even though the traditional college-age population of 18- to 24-year-olds is still declining. The data also show that: (1) total college enrollment is approximately 12.5 million students; (2) degree awards at each level remained stable in academic year 1987, except for associate degrees, which declined 4% from the previous year; (3) revenues and expenditures increased 5% and 6%, respectively, in fiscal year 1987; and (4) compared to the national averages on revenues and expenditures, percent increases were higher among private four-year institutions and lower among public two-year institutions. Data are presented in three tables, and an appendix describes the survey methodology. (KM)

ED 290 374
HE 021 047

McShane, Kevin; Douzenis, Cordelia
Evaluation and Reward: Is Research the Only Way?
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Evaluation Criteria; *Faculty Evaluation; *Faculty Publishing; Higher Education; Promotion (Occupational); Publish or Perish Issue; Research; Surveys; *Teacher Attitudes; *Teacher Evaluation; Teacher Promotion; Teaching Skills; Teaching Styles; Tenure; Tenured Faculty

A survey was conducted to determine faculty attitudes about research, teaching and community service as criteria for evaluating college faculty, and about the effects that the interaction of these three criteria have on the profession of higher education. Surveys were mailed to 230 randomly selected faculty members, and 113 responses were received. The characteristics of the respondents were analyzed: 29% were female and 71% male; median age was 44; 73.9% had doctoral degrees; and 52.7% were tenured. Results of the survey included the following: (1) 63.5% of the males rated research and publication highly as criteria, compared to only 33.3% of the females; (2) more of the younger faculty (71%) were interested in a university-sponsored personal development program to improve teaching style than were older faculty (47.1%); (3) those with doctoral degrees assigned a higher level of priority to research than those with master's degrees; and (4) most tenured faculty felt that the administration assigned a low priority to classroom teaching, while nontenured faculty were almost equally divided on that point. Two tables summarize the survey responses. (KM)

ED 290 375
HE 021 048

Pettibone, Timothy J.; And Others
Employment Status and Gender in Research Productivity.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Faculty Publishing; Females; Higher Education; Males; *Productivity; *Research; Research Projects; *Sex Differences; *Tenure; Tenured Faculty

A study was conducted of faculty research productivity to examine differences in productivity based on gender and on employment status (tenured, tenure-track, and non-tenure-track). The research productivity of 63 full-time faculty members in the college of education at a public university were assessed, with productivity defined in terms of the number of papers presented at professional meetings, number of articles published in refereed journals, number of proposals submitted to external funding agencies, number of proposals funded, and total dollar value of grants and contracts awarded. Data were derived from university records for the 1986 fiscal year. Contract status and gender differences in research productivity measures were found to be not significantly different, and no interaction effects were observed. It is noted that gender differences were absent in spite of rank, salary, and experience differences, all in favor of the males. It is also noted that these results show non-tenure-track faculty to be performing much like their tenured and tenure-track colleagues. Three tables present the results of the statistical analysis. (KM)

ED 290 376
HE 021 052

The Impact of the President's Fiscal Year 1988 Higher Education Proposals on the State of Tennessee. Hearings before the Committee on the Budget. United States Senate, One Hundredth Congress, First Session (Memphis, Tennessee, February 10, 1987; Knoxville, Tennessee, February 11, 1987; Nashville, Tennessee, February 11, 1987).

Congress of the U.S., Washington, DC. Senate Committee on the Budget.
REPORT NO.- Senate-Hrg-100-72
PUB DATE- Feb 87
NOTE- 110p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgets; *Educational Finance; *Federal Aid; Government School Relationship; Grants; Hearings; *Higher Education; Resource Allocation; Retrenchment; *Student Financial Aid; Student Loan Programs; Vocational Education
IDENTIFIERS- *Tennessee

The impact of President Reagan's fiscal year (FY) 1988 higher education proposals on the State of Tennessee are considered in hearings held in Memphis, Knoxville, and Nashville. The focus is proposed funding cuts in higher education, with particular emphasis on cuts in student financial aid. In addition to testimony from college representatives, an introductory statement of Senator Jim Sasser indicates that the FY 1988 budget calls for spending cuts of $5.9 billion in education programs, representing a decrease of nearly 30% from the 1988 current services level. The Administration proposes to cut $1.2 billion in funding for the Pell Grant Program, another $1.5 billion from other student financial assistance, and $1.3 billion in budget authority savings from the Guaranteed Student Loan Program. The President's budget would eliminate federal funding for the Vocational Education program, representing savings of nearly $900 million. The President's budget would also abolish the Supplemental Grants, College Work-Study, State Student Incentive Grants, and some smaller graduate fellowship programs. Information on student aid during FY 1981-1987 is also provided in a fact sheet prepared by American Council on Education vice-president Charles B. Saunders. (SW)

ED 290 377
HE 021 067

Simon, Kathleen
Using Student Evaluations To Improve Teaching and Make Personnel Decisions.
PUB DATE- 27 Aug 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *College Faculty; College Instruction; Employment Practices; *Faculty Promotion; Higher Education; *Instructional Improvement; Personnel Policy; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Tenure

The literature concerning the use of student evaluations to improve college teaching and to help make decisions concerning tenure and promotion is reviewed, along with ways that several colleges have used these evaluations to improve the quality of teaching. Many studies indicate that properly-administered, well-constructed rating forms can provide reliable and valid information concerning teacher effectiveness and can help identify weaknesses and strengths in the teaching-learning process. To be used effectively, evaluation forms must be analyzed systematically and the results communicated to the faculty in a way to enhance their professional development. The most important use of student evaluations is to improve classroom instruction. Student evaluations can be combined with peer and self-evaluation to improve teaching quality. Student ratings are increasingly being used for decisions concerning tenure and promotion. The issue of making teacher evaluations public is addressed. It is recommended that when student evaluations are used, they should clearly indicate which elements of a course need change. The college should also make training opportunities available so that teachers can strengthen their knowledge and skills. (SW)

ED 290 378
HE 021 069

Doyle, Peter H.; Brisson, Candice
Partners in Growth: Business-Higher Education Development Strategies. Education-Economic Development Series, No. 1.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
SPONS. AGENCY- American Can Co. Foundation, Greenwich, CT.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Case Studies; Consultation Programs; *Cooperative Programs; *Economic Development; Government Role; Government School Relationship; *Higher Education; Industry; Personnel Policy; *Policy Formation; Public Policy; Research Projects; *School Business Relationship; Shared Resources and Services; State Officials; Technical Assistance; *Technology Transfer

Strategies to facilitate better cooperation between business and higher education institutions are explored with a focus on policies that colleges, businesses, and public policy makers can implement to utilize educational resources for economic development. Consideration is given to: developing informal university-industry networks, universities as business consultants, university-run industrial extension services, university-industry cooperative research, the state role in promoting innovation, and new business start-ups. For each of these topics, recommendations for university and state officials are offered and examples of activities at a number of colleges and universities are cited. Recommendations for the university include: identify what the university has to offer the private sector; establish business participation criteria that balance business needs and university resources; seek advice from the business community on technical services that they would find valuable; consider personnel exchanges and experimental industry faculty positions; explore the possibility of a center for excellence program; and contribute the college's resources and space to incubator projects. (SW)

ED 290 379
HE 021 070

Byrne, Michelle M.
From Layperson to Novice Nurse: Professional Socialization in Nursing.
PUB DATE- Jan 87
NOTE- 13p.; Paper presented the Annual Conference on Research in Nursing Education (January 1987).
AVAILABLE FROM- Michelle M. Byrne, Alverno College, 3401 S. 39th Street, Milwaukee, WI 53215.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Clinical Experience; Experiential Learning; Higher Education; Learning Experience; *Nursing; *Nursing Education; *Patients; *Primary Health Care; Socialization; *Student Experience

The experiences of baccalaureate student nurses, from layperson to novice nurse, was studied. Paradigm cases of five senior and five sophomore baccalaureate students were transcribed and analyzed for common meanings and themes. The paradigms concern touching patients, giving shots/creating pain, caring for and being intimate with young patients, and relating to patients as friends. Heideggerian hermeneutics was used to analyze the paradigm cases, treating the text as analog. To provide for bias control, the paradigm cases were analyzed by a research team with multiple stages of interpretation. The objective was not to reveal private subjective meanings or to make generalizations, but to discover commonalities in the actual meanings and practices of student nurses. Clinical learning experiences were found to be socializing experiences, helping student to understand the lived experiences of patients and nurses within the context of the nursing culture. The findings can help nurse educators restructure clinical learning experiences for students to enhance their learning in the context of patient care experiences. (SW)

ED 290 380
HE 021 071

Gaylord, Thomas A.
Bringing Up an Online System: Experiences at the University of Alaska. Project Management: A Key to Successful Organization and Implementation.
Alaska Univ., Fairbanks.
PUB DATE- 3 Nov 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Decision Making; Higher Education; *Management Information Systems; *Online Systems; Program Administration; *Program Development; Program Implementation; Public Colleges; *Student Records; *User Needs (Information)
IDENTIFIERS- *University of Alaska

The adoption of an information systems implementation strategy that emphasized user involvement at the University of Alaska, the only public university in the state, is discussed. The university sought to provide an online Student Information System (SIS) that provided convenient procedures for registering, tracking, and grading students, as well as accessing data to be analyzed for institutional research and planning. The diversity within the system, particularly academic policy and administrative procedures, required building a SIS that incorporated the varying needs of different campus users. Embracing the user perspective toward project management enhanced both the system design and campus commitment toward the development effort, established effective project team communication, and helped reduce the risk that non-data-processing tasks would end up on the project's critical time path and result in a delay in the implementation. Information is provided on the organizational structure for SIS development, the decision-making process, software and hardware selection, and the phases of SIS design and modification. (SW)

ED 290 381
HE 021 072

Target 88, Shaping the Future. Development Report for 1986-1987. Development Plans for 1987-1988. Annual Development Conference Proceedings (Pittsburg, Kansas, August 19, 1987).
Pittsburg State Univ., Kans.
PUB DATE- 19 Aug 87
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; College Faculty; College Planning; Comparative Analysis; *Corporate Support; *Donors; *Financial Policy; *Fund Raising; Higher Education; *Private Financial Support; Public Relations; Research Projects; School Business Relationship; *State Universities
IDENTIFIERS- *Pittsburg State University KS; Public Radio

Proceedings of the 1987 Development Conference of Pittsburg State University, Kansas, are presented. The conference reported on the private support program for fiscal year (FY) 1986-1987 and evaluated national development trends and comparisons with peer institutions. Goals of the private support program for 1987-1988 were also reviewed. Contents include the following papers and authors: introduction (Joseph G. Smoot); "A View of Pittsburg State University's Development Program from Little Rock" (Wayne Davenport); "An Overview of FY 1987 Development Activities: The Annual Fund and the Campaign for Distinction" (J. Smoot); "Office of Alumni Affairs Support" (Kenneth W. Bateman); "Office of Public Affairs and Information Support" (Ellen Carter); and "Faculty Research Funding" (Doris Bergen). Appendices include: a listing of the total dollars raised, enrollments, and dollars per student for public comprehensive institutions reporting to the Council for Aid to Education for FY 1986; information on Pittsburg State University's annual fund and the capital campaign; dollar amounts of corporate contributions to the university; a list of business contributors; list of bequests to the university; information on the 1987 phonothon; and an account of efforts to start a public radio station at the university. (SW)

ED 290 382
HE 021 073

Craddick, Jan
Developing the Senior Seminar.
PUB DATE- May 87
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Bachelors Degrees; *College Seniors; *Course Descriptions; Course Evaluation; *Curriculum Development; Higher Education; Instructional Materials; Interdisciplinary Approach; *Learning Experience; *Liberal Arts; Rating Scales; *Seminars; Student Evaluation of Teacher Performance; Student Experience
IDENTIFIERS- *Sheldon Jackson College AK

The Senior Seminar (Humanities 497) at Sheldon Jackson College, Alaska, is described. The focus of this interdisciplinary, division-taught course, is to develop a syllabus for the course using the product development guidelines of the Nova University (Florida) course, "Curriculum and Program Planning." The Senior Seminar is a requirement for a new bachelor of arts degree in the liberal arts. Students taking the seminar define and evaluate the college learning experiences that have contributed to their world view. Course development was done in several stages: faculty interviews, review of courses at other colleges, student evaluations, and the final draft of the syllabus. Review of senior seminars at other colleges identified learning resources, teaching strategies, and evaluation methods. Resources include the classics as basic texts and contemporary works as supplemental texts. The syllabus has been recommended to liberal arts division faculty to be used in implementing the course in spring 1989. Appendices include: liberal arts division long-range plan for 1986-1989, a course outline, instructor and course evaluation forms, and the Senior Seminar syllabus and reading list. (SW)

ED 290 383
HE 021 074

Craddick, Jan
Developing a Sexual Harassment Policy for Sheldon Jackson College.
PUB DATE- Jun 86
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Church Related Colleges; *College Faculty; *College Students; Federal Legislation; Grievance Procedures; Higher Education; Legal Responsibility; Needs Assessment; *Personnel Policy; *Policy Formation; *Private Colleges; Records (Forms); *Sexual Harassment; State Legislation
IDENTIFIERS- *Sheldon Jackson College AK

A practicum to determine the need for a sexual harassment policy and to develop an appropriate policy for Sheldon Jackson College, Alaska, is described. The objective of the practicum was to determine the impact of equal opportunity legislation, specifically as it relates to sexual harassment of students, on the private college campus. The practicum reviewed state and federal laws and policies that affected college and universities and polled 70 private Presbyterian colleges to determine their actions or planned strategies to deal with sexual harassment. Copies of sexual harassment policies were received from 16 of the 70 private colleges. Appendices include: the Sheldon Jackson College section of the 1983 Faculty and Staff Handbook on the personnel appeal policy; a grievance appeal form, the text of the Alaska law on harassment, the sexual harassment policy proposed by Sheldon Jackson College faculty, and a revised version of the faculty document on sexual harassment policy. (SW)

ED 290 384
HE 021 075

Craddick, Jan
Developing a Policy for Academic Appointment and Rank for Sheldon Jackson College.
PUB DATE- Nov 87
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Rank (Professional); Church Related Colleges; College Faculty; *Evaluation Criteria; *Faculty Evaluation; Faculty Promotion; Governance; Higher Education; Knowledge Level; *Personnel Policy; Policy Formation; Private Colleges; Public Service; Questionnaires; Rating Scales; Records (Forms); Seminars; *Teacher Employment
IDENTIFIERS- *Sheldon Jackson College AK

A practicum to develop a policy for academic appointment and rank for Sheldon Jackson College (Alaska) faculty is described. The practicum conducted a case study of internal governance at other institutions. Letters were sent to 67 members of the Association of Presbyterian Colleges and Universities and three related colleges to obtain data relating to standards for appointment and criteria for retention and promotion. Usable responses were received from 38 colleges. The data were analyzed by an ad hoc committee appointed by the faculty. The committee recommended a policy for academic appointment and rank based on: expertise and knowledge in discipline, professional performance, service to the college and community, and service to the profession. Four ranks were recommended: instructor, assistant professor, associate professor, and full professor. The master's degree or equivalent is required for the instructor level and the terminal degree is needed for the other levels. A system of continual year or term contracts was also suggested. Forms for student ratings of courses and instructors and for rating faculty for promotion/tenure are appended, along with information on procedures for self and peer evaluation and division professional growth plans. (Author/SW)

ED 290 385

HE 021 076

Bachelor's and Higher Degrees Conferred in 1985-86. OERI Bulletin, December 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-259b
PUB DATE- Dec 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; College Programs; Degrees (Academic); *Doctoral Degrees; Females; Higher Education; *Majors (Students); Males; *Masters Degrees; *Professional Education; Specialization; Trend Analysis
IDENTIFIERS- *Higher Education General Information Survey

A summary is presented of findings of the Survey of Degrees and Other Formal Awards Conferred between July 1, 1985 and June 30, 1986, which is part of the Higher Education General Information Survey (HEGIS). Data are provided on the number of earned degrees and other formal awards conferred, by level of award, program area or field of study, and sex of degree recipients. For 1985-1986, the number of degrees awarded at the bachelor's, master's, and doctoral levels remained fairly stable over the previous year. For the first time in 15 years, the total number of first-professional degrees decreased. The decrease appears to be due primarily to a substantial drop in the largest field, law, as well as in two of the smaller health fields, dentistry and optometry. Degrees in medicine stayed about the same, while those in chiropractice medicine increased 27.6% over the previous year. Information on the survey methodology is included. (SW)

ED 290 386
HE 021 077

Spitzberg, Irving J., Jr.
Introduction to Campus Programs on Leadership. Luce Leadership Series.
Association of American Colleges, Washington, DC. Council for Liberal Learning.
SPONS. AGENCY- Henry Luce Foundation, New York, N. Y.
PUB DATE- Sep 86
NOTE- 32p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *College Programs; Higher Education; Humanities; *Leadership Training; *Liberal Arts; Management Development; *Social Sciences; *Student Development; *Student Leadership

IDENTIFIERS- College of Wooster OH; Duke University NC; Military Academy (West Point) NY; Mount Saint Marys College CA; Public Leadership Education Network; University of Tampa FL

Leadership development programs on U.S. campuses are discussed. Three categories of campus-based leadership development programs have been identified: the co-curricular program arising out of a student development office or direct student initiative; the academic course that draws mainly on social psychological and management studies literatures; and the liberal arts academic courses that places the study of leadership in the context of both the humanities and the social sciences. Suggestions for leadership programs are offered. Six programs are described in detail that emphasize different categories of programs or that combine the types in different ways. These programs are: the Expanded Curriculum for Excellence in Leadership (EXCEL) at the University of Tampa (Florida); the leadership program at Mount St. Mary's College, Los Angeles (California); an academic and co-curricular leadership program at West Point (New York); the study of leadership as liberal arts at the College of Wooster (Ohio); a liberal arts leadership program at Duke University (North Carolina); and the Public Leadership Education Network (PLEN), a consortium of 10 women's colleges that is administered by Goucher College (Maryland). Contacts for these six programs and for four additional ones are specified. (SW)

ED 290 387
HE 021 078

A New Vitality in General Education. Planning, Teaching, and Supporting Effective Liberal Learning by the Task Group on General Education.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.
REPORT NO.- ISBN-0-911696-41-5
PUB DATE- 88
NOTE- 64p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 ($7.00 single copy; 20-100 copies, $5.00 per copy; 100 or more, $4.00 per copy; prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Change Strategies; *College Instruction; Course Content; *Curriculum Development; *Educational Change; Educational Objectives; Educational Planning; Educational Practices; *General Education; Higher Education; Instructional Improvement; Learning Experience; *Liberal Arts; Student Needs

The rationale, purposes, and scope of general education are considered, along with issues of implementation, and specifically effective ways of planning programs and courses, teaching them, and supporting them. Examples of good educational practice are provided, as well as suggestions for future improvements. A section on planning effective general education considers content, essential skills, creating new courses and programs, and integrating content and inquiry. A new definition of teaching is offered, and attention is directed to active learning, assessing student progress, and enlisting students as coinquirers. The following topics concerning institutional support are addressed: changing the environment, integrating commuter students, improving residential life, expanding cross-cultural experiences, creating cross-disciplinary seminars, organizing campus think tanks, assessing programs, assuring administrative support, and revitalizing general education. (SW)

DOCUMENT RESUME

ED 290 388
HE 021 079

Williams, John B., III, Ed.
Desegregating America's Colleges and Universities. Title VI
  Regulation of Higher Education.
REPORT NO.- ISBN-0-8077-2870-5
PUB DATE- 88
NOTE- 256p.
AVAILABLE FROM- Teachers College Press, Columbia University, 1234
  Amsterdam Avenue, New York, NY 10027 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports -
  Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Black Students; College Attendance;
  *College Desegregation; College Graduates; *Court Litigation;
  Doctoral Degrees; Educational Attainment; Federal Legislation;
  *Federal Regulation; *Government School Relationship; Higher
  Education; Public Colleges; Research Needs; White Students
IDENTIFIERS- Adams v Richardson; Arkansas; *Civil Rights Act 1964
  Title VI; Florida; Georgia; Kentucky; Oklahoma; Virginia

Issues concerning desegregation of U.S. campuses and federal regulation of higher education under Title VI of the Civil Rights Act of 1964 are considered in 12 essays. Titles and authors are as follows: "Title VI Regulation of Higher Education" (John B. Williams, III); "The Production of Black Doctoral Recipients: A Description of Five States' Progress" (William T. Trent, Elaine J. Copeland); "Title VI Issues as Viewed from a Chancellor's Office" (Barbara W. Newell); "'Adams' Litigation: One State's Unique Response for the Enhancement of Its Historically Black University" (Raymond M. Burse); "Desegregation of Higher Education: A Private/Public Cooperative Alternative" (Israel Tribble, Jr.); "Initiation of Desegregation Litigation: A Majority or Minority Responsibility" (Charles V. Willie); "Trends in Black Enrollment and Degree Attainment" (W. Trent, Jomills H. Braddock, III); "The Educational Attainment Process among Black Youth" (Edgar G. Epps, Kenneth W. Jackson); "Black and White Students' Academic Performance in Majority White and Majority Black College Settings" (Michael T. Nettles); "Determining Financial Inequities in Previously Segregated Public Systems of Higher Education" (Larry Leslie, Jay Heubert); "A Research Agenda in Support of Desegregation in Higher Education" (James E. Blackwell); and "The Future of Title VI Regulation of Higher Education" (J. B. Williams, III). (SW)

ED 290 389
HE 021 080

Krefetz, Gerald
How To Pay for Your Children's College Education.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-248-2
PUB DATE- 25 Jan 88
NOTE- 158p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Bound Students; Credit (Finance); *Family Financial Resources; Federal Legislation; Higher Education; Investment; *Money Management; *Parent Financial Contribution; *Student Costs; Tax Credits; Trusts (Financial)
IDENTIFIERS- Gifts; *Paying for College; Tax Reform Act 1986

Financial planning strategies for families who expect to pay most of their children's college costs are offered. Information on changes mandated by the 1986 Tax Reform Act is provided. Topics include: closing the gap between higher education and family savings; assessing the financial risks and rewards of investments; gifts; understanding the varied savings modes (e.g., bonds, securities, stocks); using trusts to conserve money for college; estimating the pros and cons of borrowing, establishing lines of credit; and making the most of income-shifting strategies. Additional ways to finance college include: using educational fringe benefits, making students employees or partners of a family small business, and borrowing from the parent's retirement plan. Financial strategies for the following personal circumstances are covered: young family, divorced mother, young professionals with two incomes, widowed father and independent businessman, independent professionals, and grandparents and orphaned grandchildren. Included are a glossary of financial terms, individual and gift tax tables, an interest rate and yield chart, and a need analysis form. (SW)

ED 290 390
HE 021 081

Results of the New Jersey College Basic Skills Placement Testing, Fall 1984. Report to the Board of Higher Education.
New Jersey Basic Skills Council, Trenton.
SPONS. AGENCY- New Jersey State Board of Higher Education, Trenton.
PUB DATE- 17 May 85
NOTE- 70p.
AVAILABLE FROM- New Jersey Department of Higher Education, 225 West State Street, Trenton, NJ 08625 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; Achievement Tests; Algebra; *Basic Skills; *College Freshmen; College Preparation; *Educational Testing; Higher Education; Language Skills; Mathematics Skills; Private Colleges; Public Colleges; Reading Comprehension; *State Standards; State Universities; Student Characteristics; *Student Placement; Writing Skills
IDENTIFIERS- *New Jersey College Basic Skills Placement Test

Results of the New Jersey College Basic Skills Placement Test are presented for fall 1984 entering freshmen. The test consists of an essay and four multiple choice sections: reading comprehension, sentence sense, computation, and elementary algebra. New forms of the test are developed each year. A total of 46,465 freshmen at 30 public colleges and universities and 11 participating independent institutions took the test in 1984. According to the standards set annually by the Basic Skills Council, the fall 1984 freshmen displayed the following levels of proficiency: 26% appeared to be proficient in verbal skills; 28% appeared to be proficient in computation; and 12% appeared to be proficient in elementary algebra. Data are provided on: test results for 1980-1984 for county colleges, state colleges, Rutger's University, and the New Jersey Institute of Technology; test results for recent high school graduates; English and mathematics preparation and proficiency on the test; students tested by sex, enrollment status, year of high school graduation, high school program, high school rank, and English and mathematics courses taken in high school. Recommendations of the Basic Skills Council and information on the test are appended. (SW)

ED 290 391
HE 021 082

Breegle, Gary; Daly, Brian
The Economic Impact of Public Universities and Colleges on Kentucky: Annual Expenditure Impact.

PUB DATE- 30 Oct 87
NOTE- 41p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consumer Economics; *Economic Factors; Economic Research; Employment Level; *Expenditures; Financial Support; Higher Education; Income; *Public Colleges; School Community Relationship; *State Colleges; *State Universities
IDENTIFIERS- *Economic Impact; *Kentucky

A study was conducted to generate an estimate of total expenditures and employment in the Kentucky economy in fiscal year (FY) 1985-86 due to the existence of public higher education. The direct economic impact attributable to public higher education includes expenditures generated by public institutions of higher education and affiliated corporations or foundations, by students attending these public institutions, and by visitors to the public institutions and affiliated corporations or foundations. An additional indirect expenditure impact is generated by the spending and re-spending by those receiving the funds. The spending also results in the creation of new jobs in the state. Data were collected by means of a mail survey of all public institutions of higher education in Kentucky. The colleges were asked to provide information about sources and uses of funds and the number of faculty, staff and students in FY 1985-86. Results included the following: (1) Kentucky's investment produced an expenditure impact of 2.4 times the initial investment; and (2) direct instate expenditures by institutions, students, and visitors due to the presence of public higher education in Kentucky created approximately 61,800 new jobs in the state. (KM)

ED 290 392
HE 021 083

Gentemann, Karen M.; Rogers, Brenda H.
The Evaluation of Institutional Effectiveness: The Responses of Colleges and Universities to Regional Accreditation.
PUB DATE- 30 Oct 87
NOTE- 23p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Administrative Organization; College Administration; College Planning; *Evaluation Criteria; Higher Education; Institutional Characteristics; *Institutional Evaluation; Institutional Research; *Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Surveys

The evaluation of "institutional effectiveness" is required by many accrediting agencies. The degree to which institutions have mobilized to meet the new criteria is the focus of this study. Surveys were sent to chief executive officers (CEOs) of institutions which will be reviewed within the next 5 years by the Southern Association of Colleges and Schools. Respondents were persons designated by the CEOs as having responsibility for the evaluation of institutional effectiveness. A total of 167 institutions participated, for a response rate of 54%. This paper compares responses by: (1) the type of institutions (highest degree offered, governance, and size); (2) the function of the office responsible for evaluation; and (3) the existence of institutional research offices. Few differences were found across types of institutions. However, the overall results point out specific areas where the majority of institutions are not currently engaged in ongoing, institutional assessment. An important finding of the survey is that the majority of institutions have not approached student outcomes assessment as an ongoing activity with an institution-wide perspective. The implications for the profession of institutional research are discussed. (Author/KM)

ED 290 393
HE 021 084

Staub, Kay
Level of Female Participation: An Overlooked Factor in Salary Differences among Faculty Disciplines?
PUB DATE- 30 Oct 87
NOTE- 28p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Females; Higher Education; Institutional Research; *Intellectual Disciplines; *Salary Wage Differentials; Sex Differences; *Sex Discrimination; Surveys; *Teacher Salaries; *Women Faculty

Discipline is generally recognized as among the more important determinants of faculty salary. Discipline differences in faculty salary are normally accepted at face value, assumed to be the result of market forces. (The same assumption is commonly made about wage differences among occupations.) This paper reports on findings from an analysis of aggregate data on average salary and level of female participation in faculty disciplines. The discipline salary averages were taken from the annual "Faculty Salary Survey by Discipline," a national survey conducted by Oklahoma State University. Five years of salary data were used. Female participation rates were derived from doctoral degree recipient data reported by the National Center for Education Statistics. Findings suggest that there may be a link between the levels of average faculty salary and female participation in disciplines. The consistency of findings (for individual disciplines, for broad divisions of disciplines, in selected years, and across time) suggests the need for a critical appraisal of the market rationale for discipline differences in faculty salary. (Author/KM)

ED 290 394
HE 021 085

Lunney, Gerald H.

A Layperson's Guide To Planning and Evaluation.

PUB DATE- 30 Oct 87
NOTE- 5p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Definitions; Formative Evaluation; Higher Education; *Institutional Evaluation; Objectives; Summative Evaluation

An attempt is made to define planning and evaluation in higher education in non-technical language and to describe their functions and purposes. A brief description of the interrelated nature of planning and evaluation is followed by definitions of strategic planning, tactical planning, and implementation planning. The concept of planning is then discussed in terms of the questions why, what, who, when, where, and how. Formative and summative evaluation are also described. (KM)

ED 290 395
HE 021 086

Cochran, Thomas R.; Gravely, Archer
Measurement Issues in Student Evaluations of Instruction and Their Impact on Decision Making.
PUB DATE- 30 Oct 87
NOTE- 19p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Decisionmaking; *Faculty Evaluation; Higher Education; Rating Scales; Semantic Differential; *Statistical Analysis; *Student Evaluation of Teacher Performance; Teacher Effectiveness
IDENTIFIERS- *Mean (Statistics); *Median (Statistics); University of North Carolina Asheville

Methods were examined by which the results of student evaluations of instruction may be presented as one indicator of teaching effectiveness for faculty personnel committees in order to best answer the question of teaching competence. Specifically, the study examined two measures of central tendency, the median and the mean, to determine which method best addressed the question of competence versus incompetence, rather than the teaching style used. The data utilized were the student evaluations of instruction for the 1986-87 year at the University of North Carolina at Asheville. The evaluation data for each class were merged with the personnel system to capture faculty demographics. A total of 210 faculty were included. The results indicated that the median better addresses the questions of competence than does the mean, given the limitations of ordinal data combined with the highly negatively skewed distribution. Those faculty rated between 3.5 and 4.0 on a five-point scale often are subject to unwarranted scrutiny by personnel committees concerning their competence. If the median were used, those questions would not occur. Recommendations are made regarding (1) feedback procedures by department chairs and deans; (2) peer review systems; (3) collection of data on valued teaching activities; and (4) personnel procedures that weight teaching, research, and service. (KM)

ED 290 396
HE 021 087

Ward, Billy L.; Shrout, John R.
Planning Activities and Organization for Planning at Four-Year Public Institutions of Higher Education.
PUB DATE- 29 Oct 87
NOTE- 24p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; *College Administration; *College Planning; Higher Education; Needs Assessment; Objectives; Resource Allocation; *Small Colleges; *State Colleges; State Universities; Surveys; *Time Management

A survey was conducted to determine: (1) what percentage of total planning time of the various personnel involved in institutional planning is allocated to the several planning functions; and (2) how planning functions are organized at small four-year public institutions. A questionnaire was mailed to the chief executive officers of 188 state-controlled institutions with enrollments of 6,000 full-time-equivalent (FTE) students or less. The chief executive officers were asked to distribute the questionnaires within their institutions for response. Responses were received from 125 institutions, for a 66.5% response rate. Results included the following: generally, a higher percentage of time is spent in setting goals and objectives than is spent in other planning functions; and smaller institutions (2,000 FTE or less) were less likely to have a person designated as chief planning officer than the larger institutions. The survey instrument is appended. (KM)

ED 290 397
HE 021 088

Muffo, John A.; Snizek, William E.
Planning for the Social Disruption of the Microcomputer Revolution in Academe.

PUB DATE- 30 Oct 87
NOTE- 18p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Planning; Computer Software; *Computer Uses in Education; Faculty College Relationship; Higher Education; Interpersonal Relationship; *Microcomputers; *Social Change; Social Influences; Sociocultural Patterns; Teacher Administrator Relationship
IDENTIFIERS- *Disruption

The computerization of the campus has had a profound effect upon the way in which students, faculty, and administrators work and interact with each other. The purpose of this report is to update the findings of an ongoing study of unexpected changes in human interactions precipitated by the introduction of easily accessible computing in the academic workplace. This paper attempts to integrate earlier studies of this topic with an ongoing study of the effects of microcomputer usage on the productivity of academic scientists, together with anecdotal reports on the subject. Observations and anecdotes are discussed and categorized in terms of a computer usage outcomes matrix. The matrix distinguishes the types of social impacts of computing at three levels--the individual, organizational, and extra-organizational. The other axis of the matrix categorizes computing activities, tools and procedures into six groups: career/personal, databases, data/file maintenance, networking/electronic mail, security and control, and word processing/graphics. The result is a matrix of changes in behavior; each cell in this matrix is discussed. In addition, implications and suggestions for planning and management are discussed. (Author/KM)

ED 290 398
HE 021 089

Pratt, Linda K.; And Others
Predicting Student Performance on the Professional Knowledge Portion of the NTE Core Battery.
PUB DATE- 30 Oct 87
NOTE- 14p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; Black Students; *Certification; Higher Education; High Risk Students; Licensing Examinations (Professions); Predictive Measurement; *Predictor Variables; Preservice Teacher Education; *Scores; *Standardized Tests; Standards; *Teacher Education; Teacher Qualifications
IDENTIFIERS- *National Teacher Examinations

The National Teachers Examination (NTE) core battery tests are designed to be an objective measure of academic achievement for students entering teacher education programs (Parts I and II) and for seniors completing such programs (Part III). Passing these tests at specified levels is a requirement in North Carolina. While the cut-off scores for Parts I and II are relatively low, the cut-off score for Part III, the test of professional knowledge, is substantially higher. To address this problem, a department of education and the institutional research office of North Carolina Central University developed a procedure for identifying students who would pass Parts I and II but would be in danger of falling below the cut-off level on Part III. The purpose was to provide counseling and other assistance for those students as they prepare to take Part III of the test. By examining students' test scores and grades on the four required education methods courses, a data set of 64 students was identified, and multiple regression analyses were computed to determine the best combination of variables to predict Core Battery III (Part III) scores. The formula was then applied to other education students, and an extremely high correlation was found between the actual and the predicted Core Battery III scores. The meaning of the results and the potential use of the formula in aiding students is discussed. (KM)

ED 290 399
HE 021 090

Gracie, Larry W.; Griffith, Ross A.

Preparing Campus Facilities for the Future.

PUB DATE- 28 Oct 87
NOTE- 10p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Campus Planning; *College Planning; *Construction (Process); Facility Expansion; Facility Improvement; *Facility Planning; Facility Requirements; Higher Education
IDENTIFIERS- North Carolina State University; Wake Forest University NC

The recent experiences of North Carolina State University and Wake Forest University in the planning and construction of campus buildings are described as illustrations of the planning of space to meet the goals and needs of the institution in the future. At North Carolina State University, 780 additional acres were received from the state, and a formal planning process was undertaken, involving the use of a consultant and an architectural firm to develop a proposal for a research campus. At Wake Forest, an all-inclusive program and facilities plan has been in progress for over 3 years. With additional funds and the construction of new buildings, planning for the conversion of a vacated building was necessitated. Recommendations regarding the planning process are provided. (KM)

ED 290 400
HE 021 091

Buford, Delores
The Role of Parents in the College Selection Process.
PUB DATE- 29 Oct 87
NOTE- 29p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *College Choice; College Freshmen; *Enrollment Influences; Higher Education; Parent Attitudes; *Parent Background; Parent Financial Contribution; Parent Participation; *Parent Role; Questionnaires; School Community Relationship; Student Recruitment; Surveys

This study of parents' role in the college selection process is part of an ongoing market research agenda at a small, private, liberal arts college. Data were gathered from parents of currently enrolled freshmen about the information they needed to make informed decisions about which school their child would attend and the information they received. A questionnaire was mailed to a stratified random sample of parents of 300 new freshmen enrolled in the fall of 1986, with at a response rate was 58%. Results included the following: (1) the majority of responses were from parents of females; (2) the respondents live predominantly in the Southeast; (3) almost all were involved to some degree in college selection; (4) the majority were involved in every aspect of the decision; (5) the "ideal" was a school with an enrollment between 2,000 and 3,999, within 100 to 200 miles of their home, and costing between $5,000 and $9,999; and (6) financial aid was not a deciding factor for the majority. The parent survey instrument is appended. (Author/KM)

ED 290 401
HE 021 092

Leone, Lynn P.; Gilleland, Kevin R.
A Ten Year Comparison of College Freshmen.
PUB DATE- 30 Oct 87
NOTE- 36p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Students; *College Freshmen; College Students; Comparative Analysis; *Educational Objectives; Family Characteristics; Higher Education; Majors (Students); Questionnaires; Racial Differences; Sex Differences; *Student Attitudes; *Student Characteristics; Student Needs; Surveys; Values
IDENTIFIERS- *North Carolina State University

Annual surveys of North Carolina State University's first-time freshmen are conducted during freshman orientation. This study compared first-time freshmen in the fall of 1977 (n=2,343) with those in the fall of 1986 (n=3,130). The questions deal with the students' attitudes, plans, needs, family and community background, and political views. They are also asked to rate the importance of 11 educational goals. Results included the following: (1) engineering, business and textile programs have experienced the largest enrollment increases, whereas education and forestry programs have declined in enrollment; (2) the proportion of female freshmen has increased from 23% to 37%, with the largest percentage increases occurring in textiles, engineering, humanities/social sciences, and physical/mathematical sciences; (3) the percentage of Afro-American new freshmen has increased from 6% to 12%; (4) the 1986 freshmen are more likely to have college-educated parents than the 1977 freshmen; (5) proportionately more of the 1986 freshmen plan to pursue advanced degrees; (6) freshmen have become more politically conservative; (7) significant differences in responses by the two classes were found for 10 of the 11 goals. Implications of these findings are discussed. Data are summarized in eight tables, and the survey instrument is appended. (KM)

ED 290 402
HE 021 100

Cobern, William W.; Junaid, M. I.

University of Sokoto, Nigeria: Student Evaluations of University Teaching.

PUB DATE- Jun 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Instruction; Feedback; Foreign Countries; Higher Education; Questionnaires; Student Attitudes; *Student Evaluation of Teacher Performance
IDENTIFIERS- Nigeria; *University of Sokoto (Nigeria)

The use of student feedback as a method of improving university teaching was studied at the University of Sokoto, Nigeria. Students rated the lecturer, the lecturer's teaching ability, and the course. Of concern was whether students carefully and thoughtfully read the questionnaire items, and whether there was any evidence of spiteful or gratuitous responses. A total of 101 students rated six lecturers from the education, history, and geography departments. Results provide some evidence that students give honest and thoughtful feedback on teaching and course content. It seemed possible that students feared being equally honest about their lecturers. It is suggested that students need to be more thoroughly convinced of their anonymity. The questionnaire is appended. (SW)

DOCUMENT RESUME

ED 290 403
HE 021 101

Johnson, Darwin; Napier, Lee
Locus of Control and the ACT as Predictors of Success for Black College Students.
PUB DATE- 13 Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Aptitude Tests; *Black Colleges; *Black Students; *College Freshmen; College Students; Geographic Regions; *Grade Point Average; Higher Education; *Locus of Control; Predictor Variables
IDENTIFIERS- *United States (South)

The influence of locus of control (LC) and American College Testing (ACT) scores in predicting grade point average (GPA) was investigated with college freshmen at a predominantly and historically black campus in Mississippi. A total of 322 freshmen were administered the Rotter Locus of Control Inventory during the first month of school. The ACT scores and composite GPA were obtained at the end of the academic year. LC was not significantly related to GPA, while ACT scores were. It is suggested that future research should test for changes over time (i.e., between the freshman and sophomore years). In addition, testing of black college students on predominantly white campuses who attended integrated elementary and secondary schools in the South is suggested for future studies. (SW)

ED 290 404
HE 021 102

Smith, Charles M., Jr.; Cockriel, Irvin W.

A Content Analysis of Fund Raising Manuscripts in Higher Education.

PUB DATE- [87]
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Educational Research; *Fund Raising; *Higher Education; Periodicals; *Private Financial Support;

*Research Methodology

Higher education and fund raising journals were examined for fund raising articles for the period 1980 to mid-1986. Articles concerning fund raising in higher education were then analyzed using Silverman's "products of inquiry" typology. Silverman's typology is used to classify research products by assessing the relationship between the research methodology and the purpose of the research. The typology classifies research based on the type of knowledge presented in the research. A total of 3,730 articles were examined, of which 440 had as a main topic fund raising, with 190 articles concentrating on fund raising in higher education. No higher education fund raising articles were identified in any of the core higher education journals out of a sample of approximately 2,200 articles. All but four of the articles identified were published in two periodicals, "Currents" and "Fund Raising Management." Most research into fund raising in higher education is of a highly personal nature. Authors are primarily concerned with showing others how they achieved success. Fund raisers are concerned with raising funds for their institutions, not raising the level of knowledge through formal research. Thirty-seven references are listed. (SW)

ED 290 405
HE 021 103

Lyons, Paul R.
Participation Performance and Behavioral Expectations.
PUB DATE- [87]
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; *College Students; *Discussion (Teaching Technique); Evaluation Criteria; Higher Education; *Rating Scales; *Student Evaluation; *Student Participation
IDENTIFIERS- *Behaviorally Anchored Rating Scales

The value of student participation in class discussion is considered. An approach is suggested for college teachers to help them better motivate and evaluate students who participate in classroom discussion. Reliable, accurate, and meaningful assessment of students' participation in classroom discussion can be achieved if an instructor bases the assessment on criteria that are known to all students, are reinforced, and are operationally defined. The approach described involves the use of behaviorally anchored rating scales (BARS) to assess student performance. A series of statements are used to form a scale to assess classroom performance. Students are involved in the development of the appraisal instrument. Student views concerning adequate classroom performance yield anchors or statements that have similar meanings for students and the instructor. This approach provides clear performance expectations for the student. The domain of performance is explained as well as the indication of acceptable and unacceptable behaviors. Steps in the development of BARS are outlined. (SW)

ED 290 406
HE 021 106

Murray, Paul V.

The Law Clinic Experience and Moral Judgment. Report of a Preliminary Research Project on the Relationship between a Legal Clinic Program and the Moral Judgment of Third Year Law Students.

PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Moral Education (Chicago, IL, November 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Higher Education; *Law Students; *Legal Education (Professions); *Moral Values; Student Experience; *Value Judgment
IDENTIFIERS- Kohlberg Moral Judgment Interview; Legal Clinics

The relationship between a two-semester university-based legal clinic experience and the moral judgment of third-year law school student participants was investigated. A nonstandard form of the Kohlberg Moral Judgment Interview (MJI) was administered to 20 students at the beginning of the clinic and to the remaining 14 students near the completion of the clinic 9 months later. Moral Maturity Scores (MMS), which measure changes in moral judgment, increased significantly (at least one-half stage) in the direction of principled post-conventional thought between pre- and post-clinic interviews for one-half of the sample. Principled thought is the realization that principles of justice rather than rules and laws underlie human relationships. In one case, the increase was of one full stage, stage 3 to stage 4. For the remaining half of the sample, all but two individuals increased their MMS upward within a range of 42 points, with a mean increase of 24.4 points. Given the limitations of the research, the results appear to suggest that law clinics provide an opportunity for moral education and can challenge existing meanings of justice. It was suggested that role-taking opportunities during the clinic promoted the changes. (SW)

ED 290 407
HE 021 110

Russell, Barrett; And Others
Tuition Futures in New York: A Bearish Prospectus. A Report by the New York State Senate Research Service Task Force on Critical Problems.
New York State Senate Research Service, Albany.

PUB DATE- Nov 87
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Attendance; Federal Programs; Higher Education; *Money Management; State Legislation; *State Programs; *Trusts (Financial); *Tuition
IDENTIFIERS- New York; *Paying for College; Tuition Futures; *Tuition Savings Plans

Tuition futures programs and alternative plans are considered that might be enacted in New York State. Tuition futures is a college finance technique that involves a guarantee of stable tuition rates in return for payment years in advance. After describing tuition increases nationwide and in New York State, information is provided on prepayment or guarantee plans, tuition stabilization plans, tuition gift certificates, and tuition futures plans. Some elements of a state tuition futures plan are described, including: the residency and age of beneficiaries; purchasers' residence and relationship to the beneficiary; types of participating colleges; and administration of the trust. Issues concerning viability that are inherent to the tuition futures idea are considered, along with some possible modes of state involvement and questions of effectiveness and fairness. Brief information on tuition futures laws and bills in the following six states is presented in an appendix: Michigan, Wyoming, Tennessee, Indiana, Florida, and Maine. Two federal proposals are also briefly described, and the text of a bill to create the Michigan education trust is given in full. A second appendix contains brief descriptions of proposals for saving incentive plans in Pennsylvania, New York, Illinois, Missouri, Georgia; H.R. 817, the Family Education Assistance Act of 1987, is also described. A list of 110 endnotes concludes the document. (SW)

ED 290 408
HE 021 113

Selvadurai, Ranjani H.
An Investigation of Mainstreaming Part-Time Faculty in the Department of Biological Sciences at New York City Technical College.
PUB DATE- Apr 85
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; Biological Sciences; College Administration; *College Faculty; Department Heads; Departments; Faculty College Relationship; *Faculty Development; Higher Education; *Part Time Faculty; Questionnaires; School Surveys; Science Departments; Teacher Administrator Relationship; *Teacher Participation; Teacher Placement; Urban Universities

IDENTIFIERS- New York City Technical College

After part-time and full-time faculty members at New York City Technical College expressed concern about the need for efforts to cater to the requirements of departmental adjunct faculty, a study was undertaken to determine part-time faculty needs (services and support systems) in the hopes of mainstreaming them in the biological sciences department. Questionnaires surveying support systems and facilities for full-time faculty were given to the full-time faculty; the part-time faculty, course coordinators, and chairperson received another questionnaire on the needs of part-time faculty. Some of the areas of need determined by part-time staff were social interaction between full- and part-time faculty, communication between the two groups, involvement in academic decision making, supplementary assistance to students, and efforts on the part of the administration to mainstream the part-time faculty. The study indicated it would be beneficial to conduct a needs assessment regularly, design an information manual on departmental regulations and policies, and involve part-time faculty in decision making. A combined committee of the two faculty sectors was recommended along with encouragement of social interaction, establishment of continuing communications links, and encouragement of office hours in which the part-time faculty could assist students. Also included in this report is a history of the background and significance of the employment of part-time faculty. The questionnaire and letters related to the survey are appended. (SM)

ED 290 409
HE 021 114

van Schalkwyk, Johanna H.; And Others
Degrees and Diplomas Conferred upon Blacks by South African Universities: 1970-1980. Report O-300.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0514-2
PUB DATE- 87
NOTE- 489p.; Dutch abstract provided.
AVAILABLE FROM- Human Sciences Research Council, Private Bag X41, 0001 Pretoria, South Africa.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Black Achievement; Black Education; *Black Students; *College Graduates; *Degrees (Academic); Foreign Countries; *Higher Education; Minority Groups; National Surveys; Postsecondary Education; Statistical Surveys
IDENTIFIERS- *South Africa

The computerized data on degrees and diplomas earned by South African blacks were classified by specific faculties and fields of specialization, with information given on bachelor's, honors, master's, and doctoral degrees, and on undergraduate and postgraduate diplomas. Data are reported by field of study (social sciences, theology, law, physical education, etc.) and by sex as well. Information was gathered from the programs of the graduation ceremonies at the various universities and from the annual reports of the Department of National Education, statistics given to this department by the universities, annual reports from the Department of Education for Blacks 1971-1977, and annual reports from the Department of Education and Training 1978-1981. Some of the conclusions are that the number of Blacks registered at the South African universities increased from 1970 to 1980, with the number of diplomas and degrees awarded to them also increasing steadily. The analysis also shows that the number of female graduates declined as the level of study rose (though the percentage of women rose in respect to the different degrees). The most popular field of study during that time was the arts. The bulk of the document consists of extensive data tables and graphs. (SM)

ED 290 410
HE 021 116

Adelman, Clifford
A Basic Statistical Portrait of American Higher Education.
PUB DATE- 87
NOTE- 74p.; Prepared for the Second Anglo-American Dialogue on Higher Education. Portions contain smudged type. Some graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Attendance; College Faculty; Educational Assessment; *Educational Trends; Enrollment Trends; Faculty Workload; Government Role; *Higher Education; *Institutional Characteristics; Institutional Role; Postsecondary Education; State Aid; State Government; Statistical Surveys; Student Characteristics; Student College Relationship

Previously published or publicly accessed data, as well as two new sources--Postsecondary Transcript Sample (PETS) of the National Longitudinal Study of the High School Graduating Class of 1972 (NLS), and the recently completed 5th Follow-Up Survey (1986) of the NLS cohort, with original calculations derived--were used for this statistical study of higher education in America. Descriptive rather than analytic statistics were used, and projections about the future were avoided. The data emphasized present day information, and focused on the formal higher education sector in America (undergraduate education in particular). The topics considered by section in this study are: institutions (classifications and enrollment); the state framework (enrollments, capacity, and support); students (aspirations; access, and flows); faculty; governance (state, institution, and faculty); and assessment. Major themes from these data include a decline in social sciences and rise of applied fields, a rise in comprehensive colleges, a decline in educational aspirations of high school graduates in the United States, and a reappearance of student distance from learning. Numerous tables and graphs illustrate the major points (SM)

ED 290 411
HE 021 117

Adelman, Clifford
To Compete or Not Compete: What Higher Education Can Do While
Everyone Else Sorts It Out.

PUB DATE- Feb 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Need; *Competition; *Economic Development; Economic Progress; Economic Status; *Education Work Relationship; Females; *Higher Education; Postsecondary Education; Productivity; Social Change; Technology Transfer

Competitiveness is viewed as an umbrella for such concerns as trade and budget deficits, savings and investment rates, real wage growth, productivity growth, and retraining of dislocated workers. The main reason for interest in competitiveness in the United States now, it is suggested, is the recent massive U.S. trade deficit. The view is stressed that higher education should contribute to the national economic development by providing a "higher quality educational product." A recommendation is to contribute via realistically sized tasks that relate directly to the various aspects of the main problem. Higher education can be used to enhance the American workforce's vitality. The idea is to use higher education to provide the economy with more people who have a larger amount of relevant knowledge, and who will help the U.S. economy by designing, generating, and marketing in a far better manner than they do now on the international stage. This will encourage the American economy to request and support more educational enterprise. Specific recommendations are made for improving the undergraduate training of the business and engineering workforces, including stricter science and language requirements and a greater emphasis on verbal skills. It is also suggested that all people working in higher education should engage in continuing education and training, that high school girls be encouraged in the areas of math and science (since statistics show women are establishing small businesses at a much higher rate than men), and that people in occupational associate's degree programs be required to have enough generalist learning to ensure twelfth grade performance in language, math, science, and social science. (SM)

ED 290 412
HE 021 123

Rank-Order Distribution of Administrative Salaries Paid, 1987-88. Twenty-First Annual Report.
Arkansas Univ., Fayetteville. Office of Institutional Research.
PUB DATE- 31 Dec 87
NOTE- 114p.; For the 1986-87 report, see ED 278 325.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; College Administration; Comparative Analysis; *Compensation (Remuneration); Deans; Doctoral Degrees; Geographic Regions; Higher Education; National Surveys; *Public Colleges; *Salaries; *State Universities

Results of a survey of salaries of full-time administrators at public doctoral-granting institutions for 1987-1988 are presented. Rank order distributions of 12-month administrative salaries are provided for 147 state-supported universities from 49 states and 32 university systems from 26 states. The first section ranks salaries paid among all participating universities. Two average salaries are indicated after each position's rank order of salaries, the average for all institutions and the average for those institutions belonging to the National Association of State Universities and Land-Grant Colleges. Salary data are also arranged into the nine regions defined by the Equal Employment Opportunity Commission. A separate table indicates salaries paid to officers of university systems. Specific positions are covered under the following administrative categories: president (chancellor), academic officers, business officers, student affairs officers, operations officers, public relations or development officers, research officers, deans, and medical deans. To provide anonymity, the universities are not identified with their salaries, but are listed separately. (SW)

ED 290 413
HE 021 128

Collective Bargaining Agreement between New York Institute of Technology and the Council of Metropolitan Old Westbury (Including Central ISLIP) Chapters of the American Association of University Professors at the New York Institute of Technology.
American Association of Univ. Professors, Washington, D.C.; New York Inst. of Tech., Old Westbury.
PUB DATE- 1 Sep 86
NOTE- 43p.; Portions contain marginally legible print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Leaves of Absence; Personnel Policy; Reduction in Force; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Disability Payments; Faculty Reappointment; *New York Institute of Technology; Tuition Benefit Programs; Union Dues; Union Rights

The collective bargaining agreement between New York Institute of Technology and the Council of Metropolitan and Old Westbury chapters of the American Association of University Professors (AAUP) covering the period September 1, 1986 until August 31, 1992 is presented. Items covered in the agreement include: definitions and recognition of AAUP; Institute rights; AAUP rights; deduction of professional dues, fees, and assessments; guarantee of rights; salaries; fringe benefits; correlation of professional staff job classifications with equivalent faculty ranks; academic criteria for appointment and promotion; procedures for appointment, reappointment, and promotion; academic freedom and tenure; reduction in force; academic senate; academic organization; grievance and arbitration procedures; work or business interruption; exchange of information; and faculty resignation. (SW)

ED 290 414
HE 021 129

Collective Bargaining Agreement between Kent State University and United Faculty Professional Association, September 16, 1987-September 16, 1990.

American Association of Univ. Professors, Washington, D.C.; Kent State Univ., Ohio.; United Faculty Professional Association.

PUB DATE- 16 Sep 87

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Governance; Grievance Procedures; Higher Education; Participative Decision Making; Personnel Policy; Retrenchment; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Salaries; Tenure

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Kent State University OH; Union Rights

The collective bargaining agreement between Kent State University and the United Faculty Professional Association covering the period September 16, 1987-September 16, 1990 is presented. Items covered in the agreement include: recognition and dues deduction, management rights, faculty involvement in university governance, faculty participation in departmental governance, faculty participation in collegial governance, faculty participation in selection and review of departmental chairpersons and regional campus deans, grievance and appeals procedure, arbitration, sanctions for cause, faculty workload, retrenchment, promotion and tenure, salaries and benefits, no strike/lockout, association rights, notification of nonreappointment and resignation, tenure and promotion, teaching load, and regional campuses overload and summer salary schedules for 1985 and 1986. (SW)

ED 290 415
HE 021 130

Agreement between the Indian River Community College District Board of Trustees and the Indian River Community College Chapter of the American Association of University Professors, August 1, 1986-July 31, 1987.

American Association of Univ. Professors, Washington, D.C.; Indian River Community Coll., FL.

PUB DATE- 1 Aug 86

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Governing Boards; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Public Colleges; Reduction in Force; Teacher Employment Benefits; Teacher Salaries; Teacher Strikes; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; *Indian River Community College FL; Union Rights

The collective bargaining agreement between Indian River Community College District Board of Trustees and the Indian River Community College Chapter of the American Association of University Professors (AAUP) covering the period August 1, 1986-July 1, 1987 is presented. Items covered in the agreement include: recognition of AAUP, strikes and lockouts, dues deduction, nondiscrimination, AAUP responsibility, past practices, chapter rights, released time for union members, rights of the board of trustees, legal counsel, contractual conditions of employment, teaching laboratory courses, teaching night classes and off-campus, substitute instruction, teacher salaries by rank, overload teaching, faculty rank and promotion, transfer of teachers, abolishment of positions and reduction in force, recall procedure, holidays, fringe benefits, faculty rights, academic freedom, tenure, termination of appointment for cause, grievance procedure. (SW)

ED 290 416
HE 021 131

A Cooperative Agreement by and between D'Youville College and D'Youville College Chapter American Association of University Professors, September 1, 1985-August 31, 1989.
American Association of Univ. Professors, Washington, D.C.; D'Youville Coll., Buffalo, N.Y.

PUB DATE- 1 Sep 85
NOTE- 60p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Employment Practices; Faculty Development; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Participative Decision Making; Personnel Policy; Retrenchment; Summer Schools; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *D Youville College NY; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between D'Youville College and D'Youville College Chapter of the American Association of University Professors covering the period September 1, 1985-August 31, 1989 is presented. Items covered in the agreement include: unit recognition, management rights, grievance and arbitration, no strikes/lockouts, initial appointment and promotion in rank, faculty development, instructional load, faculty participation in promotion and tenure decisions, termination of tenured faculty for cause, retrenchment, libraries, chairpersons of division, teacher salaries, fringe benefits, retirement policy, faculty overload and summer session teaching, nondiscrimination, and rights of the association. Fringe benefits include workman's compensation, medical and life insurance, retirement, disability insurance, sick leave, holidays and vacations, tuition remission and waiver for courses, sabbatical leaves, and personal and professional leaves of absence. (SW)

ED 290 417
HE 021 133

Agreement between Cuyahoga Community College District and the American Association of University Professors Cuyahoga Community College Chapter, September 1, 1986-September 1, 1989.
American Association of Univ. Professors, Washington, D.C.; Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- 1 Sep 85
NOTE- 24p.; Contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; Employment Practices; Faculty Workload; Fringe Benefits; Governing Boards; Grievance Procedures; Higher Education; Insurance; Leaves of Absence; Personnel Policy; *Public Colleges; Reduction in Force; Retrenchment; Teacher Employment Benefits; Teacher Salaries
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Cuyahoga Community College OH; Dues Checkoff; Personnel Files; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between Cuyahoga Community College District and the college's chapter of the American Association of University Professors covering the period September 1, 1985-September 1, 1989 is presented. Items covered in the agreement include: unit recognition, membership obligations, dues checkoff, board of trustees' rights and responsibilities, conditions of employment and responsibilities of full-time faculty, retrenchment of tenured faculty, reduction in force of tenure-track and nontenured faculty, personal leave, sick leave, professional improvement leave, military leave of absence, jury duty, leaves of absence without pay, teacher salaries for 1986-1988, life insurance, health care, long-term disability insurance, accidental death and dismemberment insurance, summer school, retirement, faculty benefits and privileges, patents and copyrights, union rights and responsibilities, evaluations, academic freedom and responsibility, tuition remission, personnel files, college governance, grievance, no strike/lockout, and professional activities outside the college. (SW)

DOCUMENT RESUME

ED 290 418
HE 021 134

Collective Bargaining Agreement between The College of Insurance and The College of Insurance Chapter of the American Association of University Professors, September 10, 1987-August 31, 1990.
American Association of Univ. Professors, Washington, D.C.; College of Insurance, New York, NY.
PUB DATE- 10 Sep 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Employment Practices; Faculty Promotion; Grievance Procedures; Higher Education; *Librarians; Nontenured Faculty; Personnel Policy; Teacher Dismissal; Teacher Employment; Teacher Employment Benefits; Teacher Salaries; Tenure; Tenured Faculty
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *College of Insurance NY; Dues Checkoff; Tuition Benefit Programs

The collective bargaining agreement between the College of Insurance and the college's chapter of the American Association of University Professors covering the period September 10, 1987-August 31, 1990 is presented. Items covered in the agreement include: unit recognition, management rights, grievance and arbitration, strikes/lockouts, no discrimination clause, academic freedom, teaching and library faculty rank, appointments and promotion for nontenured full-time teaching and library faculty, notice of nonreappointment faculty, eligibility for tenure, review of tenure application, denial of tenure, termination of tenure, effect of termination of appointment of tenured faculty, faculty responsibilities and evaluation, academic division chairpersons, library chairpersons, union dues and checkoff, library faculty, faculty salaries, employee benefit plans, holidays, leaves of absence, tuition remission program, contract construction, severance payments, the academic schedule, conferences, and academic governance. (SW)

ED 290 419
HE 021 135

Agreement between the Administration of Marymount College and the

Marymount College Chapter of the American Association of University Professors, September 1, 1986-August 31, 1989.
American Association of Univ. Professors, Washington, D.C.; Marymount Coll., Tarrytown, N.Y.
PUB DATE- 1 Sep 86
NOTE- 78p.; Smudged type may affect legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Early Retirement; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Laws; Leaves of Absence; Personnel Policy; *Private Colleges; Retrenchment; Teacher Dismissal; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Bylaws; Dues Checkoff; Financial Exigency; *Marymount College NY; Personnel Files; Union Rights

The collective bargaining agreement between Marymount College Administration and the Marymount College chapter of the American Association of University Professors (AAUP) covering the period September 1, 1986-August 31, 1989 is presented. Items covered in the agreement include: unit recognition, nondiscrimination, grievance and arbitration procedures, no strike/lockout, dues checkoff, AAUP use of facilities and services, faculty personnel files, teacher salaries, fringe benefits, leaves of absence, academic calendar, faculty workload, financial exigency, alternatives to terminating faculty, shared load, reassignment, supplementary nonteaching duties, shared teaching with other institutions, transfer to a nonteaching position, teacher termination, rights of terminated tenured faculty. Appended are information on a faculty early retirement incentive plan and the text of statutes concerning: faculty appointment, promotion and tenure, removal or suspension of faculty members, departmental governance, and college governance. (SW)

ED 290 420
HE 021 136

Collective Bargaining Agreement between Western Michigan University and the W.M.U. Chapter of the American Association of University Professors, September 6, 1987-September 6, 1990.
American Association of Univ. Professors, Washington, D.C.; Western Michigan Univ., Kalamazoo.
PUB DATE- 6 Sep 87
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Personnel Policy; Teacher Dismissal; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Faculty Appointments; Personnel Files; Union Rights; *Western Michigan University

The collective bargaining agreement between Western Michigan University and the university's chapter of the American Association of University Professors covering the period September 6, 1987-September 6, 1990 is presented. Items covered in the agreement include: chapter recognition, management rights, chapter rights, rights to data, access to facilities and services, board of trustees observer, agency shop, antidiscrimination and affirmative action, personnel files, grievance procedure, academic freedom and responsibility, appointment and reappointment of faculty, promotion and tenure, faculty evaluation, faculty termination, dismissal and discipline for cause, faculty participation in departmental governance, layoff and recall, sabbatical leave, leaves of absence, additional employment, community service, teacher salaries, faculty research and creative activities support fund, retirement, fringe benefits, university calendar, faculty development, patents and copyrights, no strike/lockout, employee assistance program, interdepartmental transfer, rules of conduct, faculty senate, and arbitration. (SW)

ED 290 421
HE 021 137

Master Agreement between Northern Michigan University Board of Control and American Association of University Professors, Northern Michigan Chapter, June 30, 1987-June 30 1990.

American Association of Univ. Professors, Washington, D.C.; Northern Michigan Univ., Marquette.

PUB DATE- 30 Jun 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Development; Faculty Evaluation; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Teacher Dismissal; Teacher Employment Benefits; Teacher Responsibility; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; *Northern Michigan University; Union Rights

The collective bargaining agreement between Northern Michigan University Board of Control and Northern Michigan University chapter of the American Association of University Professors covering the period June 30, 1987-June 30, 1990 is presented. Items covered in the agreement include: chapter recognition, nondiscrimination, access to information, negotiations, AAUP use of facilities and services, agency shop, dues checkoff, faculty orientation week, no strike/lockout, management rights, faculty participation in academic affairs, grievance procedure, academic appointments, academic titles, faculty evaluation, promotion and tenure, professional responsibilities, instructional responsibilities, academic advising and other responsibilities, professional development, academic freedom, consultant and outside activities, layoff and recall, leaves of absence, teacher salaries, fringe benefits, and teacher discipline and dismissal. Included are: a faculty evaluation form and memorandums of understanding concerning released time credit, School of Technology and Applied Sciences, and Continuing Contract Appointments. (SW)

ED 290 422
HE 021 138

Agreement between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors Temple Chapter, July 1, 1986-June 30, 1988.
American Association of Univ. Professors, Washington, D.C.; Temple Univ., Philadelphia, Pa.
PUB DATE- 1 Jul 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Librarians; Personnel Policy; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Personnel Files; *Temple University PA; Union Rights

The collective bargaining agreement between Temple University of the Commonwealth System of Higher Education and the Temple University chapter of the American Association of University Professors (AAUP) covering the period July 1, 1986-June 30, 1988 is presented. Items covered in the agreement include: AAUP recognition; no discrimination; affirmative action; rights of the university and the union; dues deduction; grievance and arbitration procedures; no strikes/lockouts clause; faculty promotion; tenure; faculty termination; department heads; appointment, promotion, and termination of librarians and academic professionals; workload; teacher salaries; compensation for summer semester and third academic semester; compensation for overload teaching; faculty merit awards; compensation for department heads; health and life insurance; pension; liability protection; early retirement; leaves of absence; vacation policy for academic professionals; study leaves; research awards; and personnel files. (SW)

ED 290 423
HE 021 140

Collective Bargaining Agreement by and between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors, September 1, 1987-August 31, 1990.

Adelphi Univ., Garden City, N.Y.; American Association of Univ. Professors, Washington, D.C.

PUB DATE- 1 Sep 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Personnel Policy; *Private Colleges; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; *Adelphi University NY; American Association of University Professors; Dues Checkoff

The collective bargaining agreement between Adelphi University administration and the Adelphi University chapter of the American Association of University Professors (AAUP) covering the period September 1, 1987-August 31, 1990 is presented. Items covered in the agreement include: unit recognition, exchange of information between AAUP and the administration, dues checkoff, relationship between the parties, grievance and arbitration, no strikes/lockouts clause, compensation, fringe benefits, faculty privileges and use of university facilities, and workload. Appendices include: a letter of understanding regarding the faculty constitution and personnel plan, and a memorandum of understanding regarding supervision of field internship in social work. (SW)

ED 290 424
HE 021 141

Belleville Area College Memorandum of Understanding, 1987-1988, 1988-1989.

American Association of Univ. Professors, Washington, D.C.; Belleville Area Coll., Ill.

PUB DATE- 17 Aug 87
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Part Time Faculty; Personnel Policy; *Public Colleges; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Belleville Area College IL; Disability Payments; Tuition Benefit Programs

The 1987-1988 and 1988-1989 collective bargaining agreement between the Belleville Area College Board of Trustees and the Belleville Area College chapter of the American Association of University Professors (AAUP) and the American Federation of Teachers is presented. Items covered in the agreement include: unit recognition, benefits to part-time faculty, service and workload standards, standard load and overload, equated hours, office hours, assignment of extension centers, compensation for substitute teaching, maximum class size, telecourses, advertising of positions, evening assignments, sabbatical leave, extended leaves without pay, military service leaves, teacher exchange leaves, sick leaves, special leaves, grievance procedure, teacher salary schedule, summer salary, evening reimbursement, longevity payment, health and life insurance, disability insurance, retirement overload, retirement insurance, dependent tuition, vacations, seniority, and retraining. (SW)

ED 290 425
HE 021 142

Collective Bargaining Agreement between the Board of Trustees of Regional Community Colleges and the Congress of Connecticut Community Colleges, July 1, 1987-June 30, 1989.

American Association of Univ. Professors, Washington, D.C.; Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

PUB DATE- 1 Jul 87
NOTE- 102p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; Employment Practices; Faculty Development; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Part Time Faculty; Personnel Policy; Teacher Dismissal; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Connecticut Regional Community Colleges; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Trustees of regional community colleges and the Congress of Connecticut Community Colleges of the American Association of University Professors (AAUP) covering the period July 1, 1987-June 30, 1989 is presented. Items covered in the agreement include: chapter recognition, employee rights, nondiscrimination, rights of the Board of Trustees, union use of college facilities, chapter meetings, dues deduction, summer salaries, academic freedom, grievance procedure, arbitration, personnel files, faculty appointments and reappointments, tenure, duties of teaching faculty and nonteaching professional staff, workload, hours of work, faculty evaluation, promotion, termination or reassignment, separation because of incapacity, transfer and restructuring, faculty dismissal and discipline, sabbatical leave and full-time leave for professional development, leave of absence with and without pay, holidays and vacations, salaries, retraining and professional development, insurance and retirement benefits, workers' compensation, travel expenses, death benefit, tuition waiver, and part-time staff. (SW)

ED 290 426
HE 021 143

Agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University Chapter of the American Association of University Professors, October 31, 1986-October 31, 1991.
American Association of Univ. Professors, Washington, D.C.; Long Island Univ., Brooklyn, NY.
PUB DATE- 31 Oct 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Peer Evaluation; Personnel Policy; *Pharmaceutical Education; *Private Colleges; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; Faculty Reappointment; *Long Island University NY; Personnel Files; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences chapter of the American Association of University Professors (AAUP) covering the period October 31, 1986-October 31, 1991 is presented. Items covered in the agreement include: chapter recognition, nondiscrimination, governance, peer evaluation and faculty evaluation committees, personnel files, academic freedom, academic responsibility, tenure, contractual employment, discretionary annual employment, standards for notice of termination, workload for full-time teaching faculty, academic calendar and ceremonies, annual leave, discipline for cause, management rights, union rights, reassignment of personnel, salaries, general salary increases, merit increases, fringe benefits, retirement, life insurance, medical insurance, tuition remission, disability insurance, grievance procedure, arbitration, no strike/lockout, and dues checkoff. (SW)

ED 290 427
IR 012 942

Finn, Gregory G.
Routing and Addressing Problems in Large Metropolitan-Scale Internetworks. ISI Research Report.
University of Southern California, Marina del Rey. Information Sciences Inst.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- ISI/RR-87-180
PUB DATE- Mar 87
NOTE- 66p.
CONTRACT- MDA90381-C-0335
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; *Computer Networks; *Computer System Design; Models; *Protocol Analysis
IDENTIFIERS- *Network Architecture; Packet Switched Networks

This report discusses some of the problems and limitations in existing internetwork design for the connection of packet-switching networks of different technologies and presents an algorithm that has been shown to be suitable for internetworks of unbounded size. Using a new form of address and a flat routing mechanism called Cartesian routing, this algorithm is designed to solve three problems: (1) overhead that increases with size and thus limits expansion; (2) an inability to allow mobile hosts free movement throughout the internetwork; and (3) routing and packet processing requiring large tables or substantial computation per packet. It also retains two desirable attributes of current algorithms: robustness in the presence of link and router failures, and the use of short paths. This report discusses (1) routing and addressing problems in large metropolitan scale internetworks; (2) Cartesian routing; (3) heuristic modifications; (4) congestion control; (5) applying Cartesian routing to a metropolitan region; (6) host mobility; and (7) simulating Cartesian routing. A model for minimizing hop counts in point-to-point networks is appended and 25 references are provided. (RP)

ED 290 428
IR 012 976

Clark, Orvin R.
Computer Disaster Recovery Planning.
PUB DATE- 22 Oct 86
NOTE- 23p.; Paper presented at the Annual International Meeting of the American Society of Business Officers (San Francisco, CA, October 22, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Computer Software; *Data Processing; Educational Administration; Educational Planning; *Emergency Programs; Guidelines; Insurance
IDENTIFIERS- *Disaster Planning; Environmental Control; *Power Failures

Arguing that complete, reliable, up-to-date system documentation is critical for every data processing environment, this paper on computer disaster recovery planning begins by discussing the importance of such documentation both for recovering from a systems crash, and for system maintenance and enhancement. The various components of system documentation are then explained, followed by descriptions of the three stages of creation of complete system documentation: (1) design and development documentation; (2) backup documentation; and (3) documentation reports. Environmental controls, a second major aspect of disaster recovery planning, are then discussed, with emphasis on problems with the electrical power supply such as "blinks," "brownouts," and "blackouts." Ways to ensure an uninterruptable power supply, voltage tolerance of the computer's chart, and sources of assistance are also considered. A discussion of safeguards that can be used to protect the data processing system, including various kinds of insurance, concludes the paper. (RP)

ED 290 429
IR 012 977

Kurshan, Barbara

Computer Literacy. Is It for Everyone?

PUB DATE- 86
NOTE- 11p.; Paper presented at the World Congress on Education and Technology (Vancouver, British Columbia, Canada, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Courseware; *Curriculum Development; Elementary Secondary Education; Inservice Education; Modern History

This review of the literature begins by exploring the development of computer literacy as a discipline since its introduction in colleges and universities around 1965 and in economically privileged high schools around 1970. The impact of a conference sponsored by the National Science Foundation and Human Resources Research Organization in 1980 on the evolution of computer literacy both as a concept and as a curriculum is then discussed. It is noted that this was the beginning of the debate over whether or not computer literacy should include programming. The different approach taken by the "new" computer literacy in the early 1980s is also briefly discussed, and five predictions for the future based on a consensus of computer literacy "thinkers" are presented: (1) software development will improve and increase; (2) textbook publishers will continue to control computer literacy curriculum; (3) teachers and administrators will continue to need more and better training; (4) the use of technology will alter the organization of schools; and (5) computer hardware will continue to drop in price and improve in performance. Discussions of the issues involved in three major areas that should be addressed by planning teams--training, hardware and software acquisition, and curriculum--conclude the paper. (RP)

ED 290 430
IR 012 978

Moughon, Anne
Education Information Center: Operations Report, FY 1987.
Georgia State Dept of Education, Atlanta. Div. of Public Library Services.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Annual Reports; Consultants; Costs; *Information Centers; Information Needs; Information Retrieval; *Information Services; Public Schools; *State Departments of Education; State Programs; Tables (Data); User Satisfaction (Information)
IDENTIFIERS- *Education Information Centers; *Georgia

This report focuses on the fiscal year 1987 activities of the Education Information Center (EIC), a service operated by the Georgia Department of Education. Designed for use by top public school administrators and consultants, the purpose of the EIC was to help them save time and do a more effective job by expanding their knowledge about educational problems or issues they were facing on the job. It is noted that, in the period covered by this report (July 1986 through June 1987), the EIC responded to 1,172 requests from 411 individuals and--because requesters shared the information--reached more than 25,400 others. This report provides analyses of data on the groups served by the EIC during its final year, how the information provided was utilized, client evaluations of the research packets provided by the EIC, the value of the information to clients, staffing and service from 1983 through 1987, types of research packets and other information services provided, the sources and types of information included in research packets, average packet preparation time in minutes, and research packet preparation time by activity. In conclusion it is noted that, during the 15 years it was in operation, the EIC responded to 9,347 requests for information needed by administrators and consultants to handle their professional assignments and solve on-the-job problems more effectively, and that client reaction to EIC services was consistently extremely positive. The EIC was discontinued when the Georgia Department of Education was reorganized in May 1987. Nine tables display the data discussed in the report. (RP)

ED 290 431
IR 012 979

Watkins, Peter
High Tech, Low Tech and Education. Sociology of the School.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0402-3
PUB DATE- [86]
NOTE- 113p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria 3217 Australia ($14.50 Australian per copy; discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Literacy; *Computers; *Educational Environment; Educational Practices; *Employment Potential; Foreign Countries; *Role of Education; *Science and Society; *Technological Advancement

Designed to provide a link between academic thought and research and the practice of teaching, this monograph explores the appropriate educational response to technological change. The central argument of this study is that future job opportunities will lie essentially with low tech jobs, i.e., traditional, basic, industrial jobs, rather than the more glamorous high tech jobs, even in high tech industries. Various approaches to technological change are discussed, including the deterministic approach, the dialectic approach, and Luddism. Also discussed are technological cycles; the Silicon Valley model; the gender implications of technological change; and the influence of high tech on education, including high tech/low tech jobs and the educational response. Following a list of references, five additional readings are included: (1) "Computerization--Taylor's Latest Disguise" (M. Cooley); (2) "Kentucky-Fried Money: The Banks" (A. Game and R. Pringle); (3) "High Technology, Employment and the Challenges to Education" (R. Gordon and L. M. Kimball); (4) "Computer Literacy and Ideology," (D. F. Noble); and (5) "Computers and Kids" (I. E. Reinecke). An 11-item annotated bibliography is also provided. (RP)

DOCUMENT RESUME

ED 290 432
IR 012 980

Caponio, Joseph F.; Geffner, Janet
Does Privatization Affect Access to Government Information?
PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Society for Information Science (Boston, MA, October 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Case Studies; Federal Government; Government Publications; *Information Dissemination; *Policy; Public Agencies
IDENTIFIERS- *Government Information; Private Sector; *Privatization

This paper begins by pointing out that privatization, or relying on the private sector to provide commercial goods and services for government departments and agencies, is a tool that has been used effectively by the federal government for several decades. It then presents the theoretical basis for privatization, describes a number of methods used to privatize government functions, and discusses governmental policy as articulated in the government commercial activities program (OMB Circular A-76) and in the federal information resources management program (OMB Circular A-130). It also provides examples of federal libraries, information centers, and information services that are completely or partially privatized, including the Scientific and Technical Information Facility of the National Aeronautics and Space Administration (NASA), the National Oceanic and Atmospheric Administration (NOAA), and the National Technical Information Service (NTIS). A discussion of the impact of this process on access to federal information concludes the paper. (RP)

ED 290 433
IR 012 981

Extending the Human Mind: Computers in Education. Program and Proceedings of the Annual Summer Computer Conference (6th, Eugene, Oregon, August 6-9, 1987).
Oregon Univ., Eugene. Center for Advanced Technology in Education.

PUB DATE- Aug 87
NOTE- 257p.
AVAILABLE FROM- Proceedings, Center for Advanced Technology in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($15.00 prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Software; *Computer Uses in Education; Conference Proceedings; Curriculum Development; Educational Administration; Elementary Secondary Education; Higher Education; Instructional Innovation; Keyboarding (Data Entry); *Microcomputers; Network Analysis; Office Automation; Program Descriptions; Robotics

Presented in this program and proceedings are the following 27 papers describing a variety of educational uses of computers: "Learner Based Tools for Special Populations" (Barbara Allen); "Micros and Mainframes: Practical Administrative Applications at the Building Level" (Jeannine Bertrand and Eric Schiff); "Logo and Logowriter in the Curriculum" (Billie H. Brown); "The Computer as Construction Kit" (Christine Chaille); "Computer Saturation: Getting More (F)or Less" (Doug Cooper); "Empowering Environments, Hypermedia and Microworlds" (Christopher Dede); "Changes on the Horizon in Data Structures" (J. Michael Dunlap); "Useful Public Domain Software for Educators" (Kurt Gustafson); "Literacy Programs Using Current Technology" (Pat Heerman); "Merging of Office Automation and Information Services" (Terry K. Hippenhammer); "CI3: Integrating the Computer-as-Tool into the Science Curriculum to Bring about Change" (Vivian P. Johnson); "Using Computers in College Mathematics Courses" (Richard M. Koch); "The Instructional Uses of Microcomputers in the State of Oregon: The Spring 1987 Assessment of the Oregon Elementary School" (William E. Lamon); "Appleworks: Special Education Student Scheduling and IEP Management" (Christian Larsen); "Networking Teachers" (Tom Layton); "Should Students Use Spelling Checkers?" (Janice Adele Meyer); "The Apple Classroom of Tomorrow" (Samuel K. Miller); "Resources for Computer Educators" (Anant Kartik Mithal); "MECC Apple Software in the Eugene School District" (Patti Nelson); "Computer Graphics Applications for Teachers" (Julia A. Poage); "Peer Conferencing, Computers, and Persuasive Writing: A Recipe to Encourage Revision" (Jane M. Ritter); "Effective Keyboarding Instruction: A Comparison of Three Programs" (Linda Shellenger); "Local Area Networks: A Classroom Solution" (Georgina L. Seals); "School Applications of Desktop Publishing" (Milt Stanley); "Adding Macro Capabilities to Appleworks" (Neal Strudler); "Understanding Simulations" (John L. Tenny); "Robots in the Elementary Curriculum" (Elizabeth Anne Viau); "Using Robots to Teach Science" (Elizabeth Anne Viau); and "Making the Connection: Software Developers and Educators" (Nancy E. Willard). Also included is information on preconference workshops, conference sessions, and exhibitors. (CGD)

ED 290 434
IR 012 982

Feldman, Marvin
History, Communications and Some Further Perils of Technology.

PUB DATE- 28 Jan 85
NOTE- 7p.; Paper presented to the Faculty of the Fashion Institute of Technology (New York, NY, January 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; Communications; *Educational Responsibility; Higher Education; History; *Mass Media; *Science and Society; *Technological Advancement
IDENTIFIERS- *Fashion Institute of Technology NY

Presented to the faculty of the Fashion Institute of Technology (New York City) after the acceptance by the New York Board of Regents of the school's plan to offer master's degree programs, these remarks focus on the problems presented by rapid developments in communications technology and the responsibility of the faculty to participate in the continuing search for solutions to these problems. It is pointed out that the means of communication have social consequences that go far beyond merely increasing the efficiency of message transmission, and the influence on earlier civilizations of the means of communication prevalent at the time is briefly sketched. It is also argued that the medium can degrade the quality of thought as media that require less thought and effort displace those that require more, and that mass communications, including moving pictures and television with their emphasis on mass appeal, are not only enemies of quality of product, but enemies of quality of thought. It is concluded that the answer is not to resist new communications technologies, but to prepare students so that the school's graduates are in control of the new media rather than passive practitioners of their techniques, and able to embrace the techniques of the future without destroying the essential heritage of the past. (RP)

ED 290 435
IR 012 983

The Role of the Computer in Education. Proceedings of the Annual Meeting (6th, Arlington Heights, Illinois, February 12-14, 1986).
Micro-Ideas, Glenview, IL.

PUB DATE- Feb 86
NOTE- 300p.; For the proceedings of the seventh meeting, see IR 012 984.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Computer Software; Curriculum Development; Curriculum Enrichment; Educational Administration; Elementary Secondary Education; Instructional Innovation; *Microcomputers; Shared Resources and Services; Teaching Methods; Union Catalogs; *Word Processing

Fifty-five papers focusing on the role of computer technology in education at all levels are included in the proceedings of this conference, which was designed to model effective and appropriate uses of the computer as an extension of the teacher-based instructional system. The use of the computer as a tool was emphasized, and the word processor was the tool of interest for this year's meeting. Microcomputers and their applications in teaching mathematics, science, music, drafting, writing skills, graphic arts, and physical education are discussed, as well as such topics as library resource sharing, tessellations, robotics, word processing, networking, keyboarding, and the electronic spreadsheet. Additional papers describe the use of microcomputers to evaluate tests, computer use in education in the USSR, the production of a school newspaper with microcomputers, utilization of demographic data, library classification and cataloging updates of computer related terms, artificial intelligence in education, direct satellite television programming, and computerizing the discipline and attendance offices. A list of figures and a subject/author index are provided. (CGD)

ED 290 436
IR 012 984

The Role of the Computer in Education. Proceedings of the Annual Meeting (7th, Arlington Heights, Illinois, February 18-20, 1987).
Micro-Ideas, Glenview, IL.
PUB DATE- Feb 87
NOTE- 273p.; For the proceedings of the sixth conference, see IR 012 983.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Software; Curriculum Enrichment; Data Collection; Elementary Secondary Education; Industrial Arts; Instructional Effectiveness; Interactive Video; Learning Resources Centers; Management Information Systems; *Microcomputers; Network Analysis; Online Searching; Programing; Programing Languages; Robotics; Word Processing

The 47 papers in these proceedings describe computer technology and its many applications to the educational process. Topics discussed include computer literacy, networking, word processing, automated instructional management, computer conferencing, career information services, computer-aided drawing/design, and robotics. Programming languages such as Show and Tell and Logo are also reviewed. Additional papers discuss the use of computers to teach music, science, mathematics, reading, language arts, and physical education to normal, gifted, and handicapped students. Other educational applications included are micro-based library management, laser videodisc and computer based instruction, the creation of a successful computer program in the school, developing problem-solving skills through programming, using a microcomputer to collect eye movement data, and computer contests. (CGD)

ED 290 437
IR 012 985

Laney, James D.
The Successful Introduction of New Educational Technologies: Breaking the Cycle of Circus Oversell.
PUB DATE- [84]
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Change Strategies; *Computer Assisted Instruction; Curriculum Development; *Educational Change; *Educational Technology; Elementary Secondary Education; Financial Support; Higher Education; *Microcomputers; Public Support; *Teacher Education; Technological Advancement
IDENTIFIERS- North Texas State University

This report considers ways in which schools should introduce new educational technologies, particularly microcomputers, into the classroom without "overselling" the value and usefulness of such technology. Resistance by the public and by teachers to previous educational innovations is examined, as are current barriers to the adoption of new educational technologies. Warning against a "quick technological fix," the report presents 22 recommendations for promoting the successful adoption of new educational technologies which are concerned with the role of teachers, the role of administrators, funding, training, and curriculum development. A 28-item bibliography is provided. (EW)

ED 290 438
IR 012 986

Cunningham, Robert E.; And Others
Chips: A Tool for Developing Software Interfaces Interactively.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- TR-LSP-4
PUB DATE- Oct 87
NOTE- 63p.
CONTRACT- N00014-83-6-0148; N00014-83-K-0655
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Graphics; *Man Machine Systems; Menu Driven Software; Programing; *Programing Languages
IDENTIFIERS- Direct Manipulation Interface; Interface Design Theory; *Learning Research and Development Center; LISP Programing Language; Object Oriented Programing

This report provides a detailed description of Chips, an interactive tool for developing software employing graphical/computer interfaces on Xerox Lisp machines. It is noted that Chips, which is implemented as a collection of customizable classes, provides the programmer with a rich graphical interface for the creation of rich graphical interfaces, and the end-user with classes for modeling the graphical relationships of objects on the screen and maintaining constraints between them. This description of the system is divided into five main sections: (1) the introduction, which provides background material and a general description of the system; (2) a brief overview of the report; (3) detailed explanations of the major features of Chips; (4) an in-depth discussion of the interactive aspects of the Chips development environment; and (5) an example session using Chips to develop and modify a small portion of an interface. Appended materials include descriptions of four programming techniques that have been found useful in the development of Chips; descriptions of several systems developed at the Learning Research and Development Center using Chips; and a glossary of key terms used in the report. (EW)

ED 290 439
IR 012 987

Astrein, Bruce; Steinberg, Adria
Computers, Equity, and Urban Schools. Report from a Conference (Cambridge, Massachusetts, November 29-30, 1984).
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Community Involvement; Computer Assisted Instruction; *Computer Literacy; Computer Software; Elementary Secondary Education; *Equal Education; Financial Support; *Job Skills; Parent Participation; Teacher Role; *Urban Schools; *Vocational Education
IDENTIFIERS- *Computer Equity

This report summarizes a working conference held at the Educational Technology Center in the Harvard University Graduate School of Education to explore the uses of educational technology in urban schools and offer recommendations for developing policies and programs. Participants included urban practitioners, researchers, professors, policy analysts, and representatives of community-based institutions, computer corporations, and corporate and private philanthropy. Presentations and discussions focused on such concerns as the need to insist on equity in the distribution of computer hardware and software to all schools; community and parent involvement in bringing computer programs to the urban schools; whether urban students need to be computer literate, particularly as this relates to obtaining employment; and the need to incorporate computers into vocational programs in order to give these students a broader educational experience. The conference emphasized that insistence on equity in the distribution of computer hardware and software to all schools is the first step toward excellence, and it is noted that teachers and administrators who believe in their students' potential to learn and in the use of computers as a tool for motivating and educating them, will be needed if these goals are to be reached. A list of conference participants is appended, and a 13-item bibliography is provided. (Author/EW)

ED 290 440
IR 012 988

Computers in Instruction Plan.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-87-2341
PUB DATE- Aug 87
NOTE- 244p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Computer Science Education; Elementary Secondary Education; Inservice Teacher Education; *Online Searching; *Special Education; Vocational Education

This report details the Hawaii State Department of Education's plan for the use of computers and computer-related technologies in instruction and instructional support. Four areas of implementation are identified: (1) computer literacy, which includes exploratory computer literacy, computer science, and vocational-technical education; (2) computer-assisted instruction; (3) computer-based information retrieval; and (4) computer-managed instruction. Descriptions of both current and emerging uses of computer technology in the Computers in Instruction Program are provided in this plan, along with goals and directions for each of the four areas of implementation and the three components of computer literacy. The text is supplemented with a glossary and nine appendices which make up more than two-thirds of the document. They include: information on program developments; equipment acquisition guidelines; educational specifications for a computer resource room; educational specifications for a career resource center; a framework for exploratory computer literacy for grades K-12; a secondary task force report; a rationale and specifications for computer-based information retrieval in school libraries; criteria for reviewing the effectiveness of computer-managed instruction; and a model for inservice training in computer literacy for teachers. A 20-item reference list for the plan and a 16-item bibliography for the inservice training model are provided. (EW)

ED 290 441
IR 012 989

Monahan, Brian; Wimber, Charles
Distance Learning and Public School Finance.
PUB DATE- [87]
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Cassettes; *Computers; Courseware; *Distance Education; Educational Equity (Finance); *Educational Finance; Educational Vouchers; Electronic Mail; *Equal Education; Microcomputers; Public Schools; Students; Teachers; *Telecommunications; Videotape Cassettes

This discussion of the application of computers and telecommunications technology to distance learning begins by describing a workstation equipped to produce "lessonware" in such formats as audiocassettes, videocassettes, diskettes, and voice messages. Such workstations would be located in classrooms equipped with two-way reverse passes to a cable operator's head-in which would be used to upstream lessonware to a PBS (Public Broadcasting Service) station for prerecording. The prerecorded materials would then be broadcast after midnight by the PBS station to be captured by programmable VCRs. Opportunities for interaction with the lessonware could be provided by telephone or a telephone answering device, or by electronic mail using a dedicated bulletin board system. The relationship between distance learning as it is described above and public school finance is then discussed, with emphasis on the issues of equal educational opportunity and taxing equality. It is suggested that the proposed system would work toward geographic equity, and that an inter-public school voucher system financed by a recapture school finance act could help to meet the costs for a technology-based program. It is also suggested that educators must take the initiative in this area or they will be preempted by private and home schooling organizations. A diagram of a self-contained Messageware Workstation is included. (EW)

ED 290 442
IR 012 990

Octernaud, Sharon
A Follow-Up Study on the Inservice Training in Basic Microcomputer Literacy at Ferris State College.
PUB DATE- Nov 87
NOTE- 146p.; Use of colored paper in some of the appendices may limit reproducibility.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Software; Computer Uses in Education; Followup Studies; Higher Education; *Inservice Education; *Microcomputers; Program Evaluation; Questionnaires; Surveys; Workshops
IDENTIFIERS- Ferris State College MI

This description of an inservice training program in basic microcomputer literacy for college faculty and staff at Ferris State College (Michigan) details the follow-up evaluation used to identify the merit and worth of the training. The report presents both the format and subject matter of the training, which consisted of three 3-hour workshops with hands-on experience in the computer lab, and the results of the survey. A 21-item bibliography is provided. The appendices, which make up more than half of the document, contain copies of the survey cover letter and the questionnaire as well as information on available "freeware" or "shareware" and instructions for using three software programs--ExpressCalc, PC-Write, and PC-File. (EW)

ED 290 443
IR 012 991

Reed, Dorothy D.
Future Technologies Needs Analysis. An Air University Staff Report.

PUB DATE- [86]
NOTE- 75p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Database Management Systems; Higher Education; *Information Needs; Information Processing; *Local Area Networks; *Microcomputers; Military Training; *Needs Assessment; Professional Continuing Education; Surveys; *Technological Advancement
IDENTIFIERS- *Air University AL

This report summarizes the findings of a survey of all permanently assigned personnel at the Air University at Maxwell Air Force Base (Alabama) to determine what future workplace technologies will be needed to support the university's two major programs, Professional Military Education (PME) and Professional Continuing Education (PCE). The objectives of the study were to determine exactly what personnel perceived their needs to be for a local area network; for future technologies for presenting PME and PCE curricula; and for achieving the necessary staff work of support organizations. There were 1,211 respondents who provided information on: (1) their willingness to accept technology advances; (2) potential workload savings by automation; and (3) specific equipment and software requirements. The survey data were also designed to permit future mapping of external and internal data flow at the Air University. The text is supplemented by seven figures and six tables, and four appendices include a copy of the survey questionnaire and analyses of the data for individual questions. A descriptive analysis of future technological needs in a military university based on this study is attached. (EW)

ED 290 444
IR 012 992

Lesgold, Alan M., Ed.
Information Technologies and Basic Learning. Reading, Writing, Science and Mathematics.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- 87
NOTE- 270p.; For the final report of Phase I of this project, see ED 271 056.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, N.W., Suite 700, Washington, DC 20036-4095 ($32.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; *Computer Software; Developed Nations; Elementary Secondary Education; Foreign Countries; *Information Technology; *Instructional Improvement; International Cooperation; Mathematics Instruction; Reading Instruction; Research and Development; Science Instruction; Writing (Composition)
IDENTIFIERS- Centre for Educ Research and Innovation (France); *Cognitive Sciences

This volume marks the completion of Phase II of the Centre for Educational Research and Innovation (CERI) project of inquiry into the issues inherent in the introduction of new information technologies in education. It summarizes the issues discussed and the recommendations made by four working groups at an international conference, each of which focused on the effects of new information technologies on instruction in one of the four basic skills, i.e., reading, writing, science, and mathematics. Members of these groups included representatives of Australia, Canada, Japan, and the United States as well as various western European nations. Noting the increased pressure on governments to provide better basic skills education, it is suggested that two emerging forces can help to provide a sound basis for the introduction of new technologies into education--inexpensive information processing power, especially computers; and the growing field of cognitive science that can rigorously study, understand, and improve the educational process. Each of the four basic skills is examined in the context of: (1) current instruction; (2) existing information technologies; (3) promising areas of research and prototype development; and (4) the implications of the new technologies. It is recommended that OECD (Organization for Economic Cooperation and Development) member nations encourage course demonstration and development; reexamine the basic skills curriculum in light of changes brought about by new information technologies; cooperate with other countries to develop software that is both effective and affordable; and encourage research in the cognitive and instructional sciences. The text is supplemented with various figures, a bibliography is provided at the end of each of the four major sections, and a glossary is included. (EW)

ED 290 445
IR 012 993

Bevort, Evelyne
Mass Media Education in Primary Schools. Report of the Council of Europe Teachers' Seminar (33rd, Donaueschingen, West Germany, October 6-10, 1986). The CDCC's Teacher Bursaries Scheme.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(86)-73
PUB DATE- 2 Apr 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Developed Nations; Educational Objectives; Elementary Education; *Elementary School Curriculum; Elementary School Teachers; Foreign Countries; Inservice Teacher Education; Learning Activities; *Mass Media; Media Research
IDENTIFIERS- *Europe (West)

This report on a seminar on mass media education which was held in 1986 for teachers in European elementary schools includes an introductory statement by the Seminar Director; summaries of four lectures; reports of three working groups; a concluding statement; and a list of participants. The five formal presentations were as follows: (1) "Mass Media Education for the 5-12 Year Olds: Why?" (Evelyne Bevort); (2) "The Contribution of the Press to Mass Media Education at Primary School" (Constant Vautravers); (3) "The Contribution of the Press to Mass Media Education at Primary School" (Alain Howiller); (4) "Mass Media Education: Online Syllabus for 6 to 12 Year Olds" (Jean-Pierre Golay); and (5) "Mass Media Education in the Schools of Europe" (Pierre Lespine). The three working groups addressed such topics as: the aims of mass media education; teaching activities that can make children aware of the functioning of the media; help provided to educators to date by media professionals; the place of media in education; and mass media education for children 5 to 6 years old and 11 to 12 years old. The concluding statement reviews issues raised by participants and some of their comments and suggestions on these issues. Countries represented in this seminar were Belgium, France, West Germany, Iceland, Italy, Malta, the Netherlands, Norway, Portugal, Spain, and Sweden. (EW)

DOCUMENT RESUME

ED 290 446
IR 012 994

Mertens, J.
Media and Teacher Training Colleges.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the International Congress on Educational Facilities (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Audiovisual Aids; Educational History; *Educational Media; Educational Technology; Foreign Countries; Preservice Teacher Education; *Schools of Education; *Teacher Attitudes
IDENTIFIERS- *Resistance to Change

Many teachers resist the use of media in their classrooms, holding an anti-machinery bias much like that of the Luddite movement of 19th century England. Based on experience dating back to the protests by teachers in France against the introduction of books into the classroom in the 16th century, a law of media acceptance in the classroom can be suggested: the deeper the impact of the media on the teaching and learning process, the stronger the negative reaction. The degree of resistance to new media by the teacher increases as the new medium takes over more of the teacher's dominating role in the classroom, as seen in the progression of acceptance of blackboards and books through increasing resistance to educational films and television, teaching machines, and computer-assisted instruction. When educational authorities really want to introduce a reasonably media-minded (and more efficient) educational system, they should impose a compulsory integrated media course and provide a well-equipped educational media center in every teacher training institute. (EW)

ED 290 447
IR 012 995

Caissy, Gail A.
Microcomputers and the Classroom Teacher. Fastback 261.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-261-5
PUB DATE- 87
NOTE- 41p.; This publication was sponsored by the University of Nebraska/Lincoln Chapter of Phi Delta Kappa.

AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; *Computer Software; *Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Teaching Methods
IDENTIFIERS- *Software Evaluation

This monograph for teachers addresses two emerging areas in the computing field--providing inservice training in microcomputer use for the general teaching population, and integrating the use of microcomputers into the overall curriculum. A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics: (1) the use of computers in teaching and learning (areas of computer use and using the computer as a teaching/learning tool); (2) types of software available for schools (computer-assisted instruction software, applications software, and databases); (3) integrating computers into the classroom; (4) developing a plan for using computers in the classroom (setting up a classroom computer center and working with only one computer in the classroom); and (5) evaluating educational software (general questions, questions about instructional design, and questions about physical characteristics of the program). A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms. A 71-item reference list concludes the document. (EW)

ED 290 448
IR 012 996

Jones, Preston K.
A Mini-Curriculum for Robotics Education.
PUB DATE- 87
NOTE- 45p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Computer Graphics; Computer Science Education; *Instructional Design; *Instructional Development; Intermediate Grades; Junior High Schools; *Multimedia Instruction; *Robotics; Summative Evaluation

This practicum report documents the development of a four-lesson multimedia program for robotics instruction for fourth and seventh grade students. The commercial film "Robot Revolution" and the videocassette tape "Robotics" were used, along with two author-developed slide/audiotape presentations and 14 overhead transparency foils. Two robots, Hero I and Robie, Sr., and 16 Apple IIe microcomputers with turtle graphics were also used. Developmental testing occurred using a group of 41 students who ranged in grade level from fourth through eighth and in ability from above average to those with specific learning disabilities. A summative evaluation indicates that the program is high in quality, leads to positive learning experiences, and is interesting. A 10-item bibliography is provided and 12 appendices provide additional information on the evaluations, the objectives of the course, and lesson plans. (EW)

ED 290 449
IR 012 997

Mayer, Victor J.; Raudebaugh, William
Pilot of a System for Collecting Daily Classroom Data on Learning by Using Microcomputers.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attitude Change; Classroom Environment; Computer Assisted Instruction; *Computer Managed Instruction; *Concept Formation; Earth Science; Formative Evaluation; Junior High Schools; *Microcomputers; Pilot Projects
IDENTIFIERS- Great Lakes; *Time Series Analysis

This report describes a microcomputer system which collects data from students in classrooms on a daily basis and is then used to evaluate concept achievement and attitude changes through a time series analysis. Two pilot studies in two junior high schools in Ohio are detailed, where eighth grade students' progress in an earth science study unit on the Great Lakes was monitored using the study management program. Data from the first study were incomplete but did permit some modification of the program before it was tried again. Data for the second study show a baseline pattern of decreasing performance which has been found in other studies using this data collection system. It appears that students begin to resent having to respond to questions on information that they have not been taught; they tire of trying to answer the questions correctly; and their performance falls. However, in the "intervention" phase of data collection, when the unit is being used, the positive influence of the unit on the students' knowledge is indicated by a rising curve. It also appears that student performance remains high following the end of the unit. The text is supplemented with three figures and an eight-item bibliography is provided. (EW)

ED 290 450
IR 012 998

"Star Schools"--Telecommunications in Education. Hearings on Examining the Development of a Regional Educational Telecommunication System, before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (Charlestown, Massachusetts, February 27, 1987; Washington, DC, March 11, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-57
PUB DATE- 87
NOTE- 108p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications Satellites; *Computer Assisted Instruction; *Curriculum Enrichment; *Educational Television; Elementary Secondary Education; Hearings; Higher Education; Mathematics Instruction; Regional Cooperation; Science Instruction; *Telecommunications; Telecourses
IDENTIFIERS- Congress 100th; *Interactive Satellite Instruction; *Star Schools

The use of telecommunications to enhance local educational opportunities, especially in science and mathematics, was the subject of two hearings before a Senate committee. Eleven persons made presentations and/or submitted written statements at the first hearing: (1) Joseph Duffey, University of Massachusetts at Amherst; (2) Andy Turner, math/science student at Chelmsford High School; (3) Karen Powers, math/science student at Matignon High School; (4) Lincoln Lynch, New England Association of School Superintendents; (5) Roxanne Mendrinos, Massachusetts Computer-Using Educators; (6) Earl Batchelder, Hampshire County Educational Collaborative; (7) Joe McDonald, Middleborough High School; (8) John LeBaron, Massachusetts Executive Committee for Educational Television; (9) Russel Jones, Boston University; (10) Lattie Coor, University of Vermont; and (11) Walker Crocker, Rhode Island Higher Education Cable Channel. Eight persons made presentations and/or submitted written statements at the Washington, D.C., hearing: (1) Sandra Lauffer, Academy for Educational Development; (2) Joseph Duffey, University of Massachusetts at Amherst; (3) Henry Cauthen, South Carolina Educational Television Network; (4) Will Kitchen, Tele-Systems Associates, Inc.; (5) Alda Monteiro, senior, East Providence Senior High School; (6) Benjamin Stavely, junior, Alvirne High School; (7) Marilyn Gardner, Boston Public Schools; and (8) Robert Bennett, Wakefield High School. Responses by Joseph Duffey, Will Kitchen, and Henry Cauthen to questions submitted by Senator Pell are also included. (EW)

ED 290 451
IR 012 999

Stoecker, John W.
Teacher Training for Keyboarding Instruction--Grades 4-8: A Researched and Field Tested Inservice Model.
PUB DATE- [88]
NOTE- 72p.; Content of this material is the basis for a presentation at the National Educational Computing Conference, "NECC 88" (8th, Dallas, TX, June 15-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Elementary Education; *Elementary School Students; *Elementary School Teachers; Field Tests; *Inservice Teacher Education; *Keyboarding (Data Entry); *Microcomputers; Pretests Posttests; Program Effectiveness; School Supervision; School Surveys; Tables (Data); *Typewriting; Workshops
This study assessed the status of touch-typing in school districts in Oregon and Washington, and developed and field tested a comprehensive training program designed to prepare elementary teachers to teach touch-typing skills to elementary students. There were four major activities: (1) a questionnaire was developed and mailed to a random sample of 409 supervisors of elementary curriculum, of whom 217 (54%) returned the questionnaire; (2) a trainer's manual was developed for an inservice program to prepare teachers to teach touch-typing to elementary students; (3) a six-hour workshop was held for 37 teachers who had made arrangements to teach a group of students immediately following the workshop; and (4) teachers collected pre/post data from the students they taught. This report is divided into three chapters. The introductory chapter includes a rationale for the study, a statement of the problem, a brief review of the literature, and an overview of the study population and procedures. The second chapter presents detailed analyses of the data collected by the survey, as well as evaluations of the workshop content and the effectiveness of the touch-typing programs being taught by the workshop participants after two weeks of instruction. A summary of the study findings is presented in the final chapter together with the conclusions reached and recommendations for further research. Five appendices include additional data analyses, the students' pre/post skills test, and timing sheets used with students. A 71-item bibliography is attached. (EW)

ED 290 452
IR 013 108

Nachmias, Rafi; And Others
Acquisition of Basic Computer Programming Concepts by Children.

Technical Report No. 14.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- Feb 85
NOTE- 37p.; For related reports, see IR 013 109-115.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Analysis of Variance; Attitude Measures; *Cognitive Processes; Computer Literacy; Concept Formation; Foreign Countries; *Instructional Development; Intermediate Grades; *Microcomputers; Preadolescents; *Programing; Programing Languages; Psychological Studies; Sex Differences; *Student Attitudes; Units of Study
IDENTIFIERS- Basic Programing Language; LOGO Programing Language

The process through which the basic principles and concepts of computer programming language are acquired by children was investigated via the development and testing of a teaching unit for fourth and sixth grade students. This unit had three components: (1) basic programming without variables; (2) basic programming with variables; and (3) integration of concepts and simple programs into a combined project and presentation of the principles of top-down design. Two studies were undertaken, one in a laboratory setting and the second in a classroom setting. The high variability of achievement by the students was tested and found to be explained by grade level (age) and academic achievement, not gender. It was also found that the data supported the contention that basic computer programming can be introduced at the upper elementary level, but that the introduction of more abstract concepts may need to be postponed to a later stage of learning. Additionally, it is noted that the teaching of structured programming may not necessarily be relevant to the teaching of introductory programming to children. A 25-item bibliography is provided. (EW)

ED 290 453
IR 013 109

Nachmias, Rafi; And Others
A Cognitive-Curricular Model for Teaching Computer Programming to Children. Research Report No. 3.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.

PUB DATE- Jul 84
NOTE- 23p.; For related reports, see IR 013 108-115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Computer Literacy; *Course Descriptions; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Instructional Development; *Microcomputers; *Models; Preadolescents; *Programing; Programing Languages; Psychological Studies; Units of Study
IDENTIFIERS- BASIC Programing Language; Cognitive Research; *Israel

The hierarchical model for the teaching of computer programming to children that is presented in this report comprises five content domains: (1) technical skills of controlling the machine; (2) mastery of the programming language; (3) understanding the structure of a computer program; (4) understanding the logical dynamics of the computer program; and (5) the knowledge required by the topic of the program. This model was used to construct a teaching unit designed for grades 6 to 9, although in many cases parts of it may be taught as early as grade 4. The teaching unit, which is described in some detail, was used in several situations in 1982-84. The results of these studies are briefly reported with preliminary conclusions on the cognitive, affective, and curricular aspects of the unit. A 13-item bibliography is provided. (EW)

ED 290 454
IR 013 110

Chen, David; Nachmias, Rafi
The Design and Implementation of an Introductory Computer Literacy Course for Teachers and Educational Decision Makers. Research Report No. 2.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
PUB DATE- Jul 84
NOTE- 10p.; The Computers in Education Research Lab. For related reports, see IR 013 108-115. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Computer Literacy; Computer Uses in Education; Course Descriptions; Curriculum Development; Foreign Countries; Formative Evaluation; Higher Education; Instructional Design; *Instructional Development; Microcomputers; *Preservice Teacher Education; Professional Continuing Education; Programing Languages; Summative Evaluation
IDENTIFIERS- Information Society; *Israel

An introductory computer literacy curriculum for teachers and administrators developed by the Science Teaching Centre of the Department of Education at Tel Aviv University covered four major topics: (1) The Information Society; (2) Computer Aided Learning; (3) Computer Languages and Education; and (4) Implementation of Computers in Schools--A Practical View. The final section of the unit provided a summary and discussion of the material covered. The 60-hour course consisted primarily of lectures, although 12 hours were devoted to hands-on interaction with an Apple II+ microcomputer. The syllabus and learning materials were first tried in an experimental full-credit academic course during the academic year 1981/1982. Based on an evaluation of the course, the curriculum was revised in two versions, one for teachers and the other for educational decision makers. The following year the revised versions were tried out as an academic course with 40 students, and as an intensive extracurricular course for major decision makers in the Israeli education system with 50 participants. Evaluations showed both an increased interest on the part of the participants in computer technology, and a more realistic appreciation and critical judgement on their part of the process of implementing computers in education. A 14-item bibliography is provided. (EW)

ED 290 455
IR 013 111

Mioduser, David; And Others
The Information Society and the Educational System. Technical Report No. 16.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- Feb 85
NOTE- 22p.; This paper was prepared by the Science in a Technologcial Society Project and the Computers in Education Research Lab. For related reports, see IR 013 108-115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Computer Literacy; Course Descriptions; Curriculum Development; Foreign Countries; *Information Processing; Information Technology; *Instructional Development; Intermediate Grades; *Multimedia Instruction; Science Education; Units of Study
IDENTIFIERS- Information Society; *Israel

This paper discusses the concept of information literacy as the main framework within which the concept of computer literacy may be defined, describes in detail the design of a complete curriculum in information literacy intended for all students in elementary and junior high schools, and provides an example of this design with a specific learning unit for grade 6 entitled "Information in-Formation." This curriculum is part of a larger program entitled MABAT, the Hebrew acronym for Science in a Technological Society. The unit comprises four chapters: (1) The World of Information; (2) Information Processing; (3) Information Processing in the Human Brain; and (4) The Computer--An Information Processing Machine. Materials for the unit are briefly described, including a textbook containing various activities and reading excerpts, models to be built and operated, games, computer software, enrichment notebooks, and kits for assembly. The development of both this unit and an independent parallel project, the computer simulation "The Transparent Computer," and status of the unit at the time this report was written are briefly described. Appended materials include an outline of a proposed course for grades 1-9, Man Coping within an Information Society, and the syllabus for the Information in-Formation course. (EW)

ED 290 456
IR 013 112

Chen, David; Brovey, Daniel J.
Information Technology and the Educational System: I. Implications for Organizational Development. Technical Report. No. 10.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
PUB DATE- Oct 85
NOTE- 24p.; Paper presented at the National Technology Leadership Conference (Albany, NY, July 9-12, 1984). For related reports, see IR 013 108-115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Change Strategies; *Computer Uses in Education; Educational Change; *Educational Innovation; *Educational Technology; Foreign Countries; Futures (of Society); Individualized Instruction; *Information Technology; School Organization; Staff Development; Teacher Role

Educational change does not occur overnight, but the introduction of information technology will initiate a chain reaction of changes in the curriculum, instruction, and organization of education. Research on the process of change both identifies factors involved in the introduction of innovations and suggests guidelines for educators. Two phases in the pursuit of change can be defined: (1) developing readiness in the educational system by teaching about the technology and redefining the educational problems amenable to technological handling; and (2) experimenting and exploring the solutions offered by technology to central problems in education, followed by diffusion and implementation. Teachers and curriculum decision makers and developers must be prepared to cope with the transition from a rigid format to a flexible one. Changes in instruction would enable increased productivity of learning, mainly through individualizing, i.e., adapting the instructional process to learner variables through automated diagnosis, advanced computer managed instruction, or the development of individualized instruction systems. Organizational changes resulting from the availability of information technology may include the home as an alternative site for learning, special interest study groups, and educational networks. Such changes should be approached with careful planning in order to minimize the social cost of hasty changes based on unrealistic expectations and beliefs. (EW)

ED 290 457
IR 013 113

Mioduser, David; And Others

Teaching Programming Literacy to Non Programmers: The Use of a Computerized Simulation. Technical Report No. 15.

Tel-Aviv Univ. (Israel). Computers in Education Research Lab.

SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- Feb 85
NOTE- 27p.; For related reports, see IR 013 108-115.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; Computers; *Computer Simulation; Computer Software; Concept Formation; Foreign Countries; *Information Processing; *Instructional Effectiveness; Instructional Material Evaluation; Intermediate Grades; Models; Preadolescents; Pretests Posttests; *Programing
IDENTIFIERS- *Israel

The Transparent Computer, a computer simulation designed to teach programming concepts to non-programmers, provides a graphic representation of the computer and illustrates information flow within the units of the computer. The emphasis of the simulation is on the acquisition and application of concepts and comprehension of the structuring of output through the execution of the program's statements, not on learning the technical and syntactic aspects of a large computer language. A study was conducted with fourth and sixth grade students to determine whether this type of simulation could be used to teach basic programming concepts to the non-programmers population. All students were found to be able to program the Transparent Computer and run their own programs within a short period of time, whether or not their pretests had shown any previous programming experience. The study results suggest that the Transparent Computer is the kind of concrete model whose transparency, interactivity, concreteness, and simplicity provide an efficient method for teaching basic programming. A 13-item bibliography is provided. (EW)

ED 290 458
IR 013 114

Mioduser, David; And Others
The Use of Computerized Simulation to Introduce the Functional Structure and Operation of the Computer. Research Report No. 4.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
PUB DATE- Jul 84
NOTE- 27p.; For related reports, see IR 013 108-115.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Computer Literacy; *Computer Simulation; Concept Formation; Elementary Secondary Education; Foreign Countries; *Information Processing; *Instructional Effectiveness; *Microcomputers; Pretests Posttests; *Programing
IDENTIFIERS- *Interactive Model; *Israel

The Transparent Computer simulation was developed to address the educational system's need to provide the basic skills and knowledge that are required to understand computers and interact with them. Intended to be integrated in the computer literacy program in elementary and junior high schools, the Transparent Computer is an example of an interactive computerized model that focuses on "transparenting the black box" and unveiling the logical aspects of the structure and mode of operating the computer to the student. The goals and a detailed description of the Transparent Computer are provided, and an experimental program taught in several classes during the 1983-84 school year is described. The program was intended to examine the quality of interaction with the simulation among the different populations and find out whether this teaching unit fulfills its educational objectives. The unit was taught as an experimental program to two groups of deprived population, a group of 20 11- to 12-year-old pupils and a group of 14 16- to 17-year-old boys who had serious difficulties in functioning in formal educational frameworks. The model was found to be a most effective method of teaching computer knowledge and basic programming, and the model's basic characteristics--interactivity, simplicity, transparency, and concreteness--played a major role in the success the students experienced in operating the model and in writing and running programs, as well as in their achievements at the levels of knowledge, understanding, and application of the learned concepts. The text is supplemented with various figures, and a 16-item bibliography is provided. (EW)

ED 290 459
IR 013 115

Nachmias, Rafi; And Others
Variables--An Obstacle to Children Learning Computer Programming. Technical Report No. 8.
Tel-Aviv Univ. (Israel). Computers in Education Research Lab.
PUB DATE- Jul 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For related reports, see IR 013 108-114.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Age Differences; Comparative Analysis; Computer Literacy; *Concept Formation; Difficulty Level; Foreign Countries; Intermediate Grades; *Microcomputers; *Preadolescents; Problems; *Programing; Psychological Studies
IDENTIFIERS- *Israel; *Variables

The difficulties that younger students experience in understanding concepts related to the use of variables in computer programming are examined through descriptions of two studies: (1) detailed case studies of six highly intelligent children--three fourth graders and three sixth graders--who learned to program in BASIC during 60 hours of instruction under the careful observation of research staff; and (2) a study in a regular classroom environment with 73 children in the fourth and sixth grades who had 12 two-hour hands-on lessons in programming. The programming textbook used in both studies taught the use of variables in the second half of the course, thus permitting comparison of the acquisition of programming concepts related to variables and the acquisition of concepts that do not involve variables. The results of the first study indicated that the fourth graders, in contrast to the sixth graders, were unable to learn the concepts associated with variables, even though they had understood the concepts without variables. The results of the second study indicated that the inability to understand concepts associated with variables was related more to the level of academic achievement than to grade level. It is suggested that four factors may explain the difficulties younger students experience in learning to use variables: (1) the level of abstraction in using variables; (2) the dynamic nature of the values of variables; (3) the degree of complexity in using variables; and (4) the level of reasoning required. Measures that may help to overcome the influence of these factors are suggested, and a 25-item bibliography is provided. (EW)

DOCUMENT RESUME

ED 290 460
IR 013 116

Annual Report, 1986-87. South Carolina Department of Education, Office of Instructional Technology.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- 87
NOTE- 50p.; For the 1985-86 report, see ED 281 496.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Computer Assisted Instruction; Computer Software; Curriculum Development; *Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Inservice Education; Microcomputers; Staff Development; State Departments of Education
IDENTIFIERS- *South Carolina Department of Education

This annual report focuses on the activities of the Office of Instructional Technology in the South Carolina Department of Education. This office is responsible for the development, acquisition, scheduling, and utilization of television and radio resources for grades K-12, staff development, and adult education, which are broadcast over the South Carolina Educational Television and Radio Network, and for the administration of computer-assisted instruction in the public schools. Descriptions of activities and/or statistics are presented under 18 headings: (1) Annual Management Plan; (2) Advisory System; (3) Office of Instructional Technology Publications; (4) Computer-Assisted Instruction; (5) Resource Development Section; (6) New Television Series; (7) Instructional Television (ITV) Series Evaluation; (8) State Department of Education Objectives--ITV Staff Development Projects; (9) Instructional Radio Resources; (10) Utilization Section; (11) Major Activities; (12) Instructional Television and Radio Utilization; (13) Utilization Trends in ITV; (14) Staff Development; (15) Educational Conferences and Workshops; (16) Statewide Computer Survey Results; (17) ITV and Radio Awareness; and (18) Plans for 1986-87. (EW)

ED 290 461
IR 013 117

Nolan, Pat; Ryba, Ken
Assessing Learning with LOGO.

International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-31-1
PUB DATE- 86
NOTE- 88p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies $12.50 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Cognitive Development; *Cognitive Processes; *Computer Assisted Instruction; Elementary Secondary Education; Microcomputers; *Models; *Programing; Programing Languages; *Self Evaluation (Individuals); Worksheets
IDENTIFIERS- *LOGO Programing Language

The first is a series of booklets which present a new model for assessing and developing the thinking processes in which learners engage as they work at each Logo level, this booklet focuses on the method for assessing learning at the levels of basic Turtle commands, repeats, and procedures. It contains all the necessary materials--checklists, assessment worksheets, and activities--for developing the six main thinking processes at each of these three levels. The thinking processes to be developed are identified as coding, exploration, prediction, analysis and planning, creativity, and debugging. The methods and activities have been especially designed to highlight the role of the educator as a facilitator of learning who guides students to reflect on their own thinking as they come into contact with powerful ideas at the beginning levels of Logo. All of the ideas and methods presented here can be applied with almost any version of Logo on any type of computer. While the reading age of the items is aimed at the upper primary and junior high levels, the activities, assessment tasks, and checklists were designed to be easily adapted for use at any educational level with both child and adult learners. (EW)

ED 290 462
IR 013 118

Medina, Sue O.; And Others
Network of Alabama Academic Libraries Collection Assessment Manual.
Alabama Commission on Higher Education, Montgomery. Network of Alabama Academic Libraries.
PUB DATE- Sep 87
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Citation Analysis; Consultants; *Evaluation Methods; Higher Education; Library Acquisition; *Library Collection Development; *Library Collections; Library Planning; *Library Role; Library Statistics
IDENTIFIERS- Alabama

This manual was developed to assist the members of the Network of Alabama Academic Libraries in the library collection assessment that is now required by the Alabama Commission on Higher Education as a component of any proposal that an institution submits for new program review and approval. This assessment component considers the ability of the library to support the new program and, if necessary, identifies the steps required to attain adequacy in specific subject areas. The manual presents four different methodologies for assessing the collection: (1) compiling statistics; (2) list checking; (3) citation analysis; and (4) expert appraisal. Collection level codes developed by the Research Libraries Group, the American Library Association, and a coordinated collection development program in Indiana are provided for use in describing the collection, and suggestions for preparing the assessment report are offered. References are provided at the end of various sections in addition to the 36-item bibliography. Eight appendices include additional guidelines and information sources as well as sample reports. (EW)

ED 290 463
IR 013 119

McLaughlin, Pamela
CD-ROM for Educators. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free, while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; Computer Software; *Information Systems; Librarians; Microcomputers; *Optical Data Disks; *Reference Materials; Teachers
IDENTIFIERS- ERIC Digests

This overview of CD-ROM (Compact Disk-Read Only Memory) technology covers technical specifications as well as applications of special interest to teachers, school administrators, and librarians. Materials available on CD-ROM disks are described, including a variety of reference works, and a directory of publishers/producers is provided. Issues of concern and trends are also briefly discussed, including new technologies that will permit the local addition of data and networking. A nine-item bibliography is provided. (EW)

ED 290 464
IR 013 120

Stahmer, Anna; Helm, Barbara
Communications Technology and Distance Learning in Canada. A Survey of Canadian Activities.
Ryerson Polytechnical Inst., Toronto (Ontario). International Development Centre.
SPONS. AGENCY- Department of Communications, Ottawa (Ontario).
PUB DATE- Mar 87
NOTE- 253p.
CONTRACT- 36100-5-0220
AVAILABLE FROM- Department of Communications, Library and Information Retrieval Services, 300 Slater Street, Ottawa, Ontario, Canada K1A 0C8 (interlibrary loan or photocopying at requestor's expense, approximately $25.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communications Satellites; Computers; *Distance Education; Educational Radio; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; National Surveys; Questionnaires; *Telecommunications; *Teleconferencing; Telecourses; Videotex
IDENTIFIERS- *Canada; Telidon System

The programs described in this sourcebook of instructional and learning support activities in Canada that use communications technology in distance learning is based on the findings of a survey of Canadian universities and colleges, provincial departments of education, the telecommunications industry and organizations, professional associations, and private corporations. Included are both public and private sources that directly support the instructional process as well as those that support the administration of distance education projects and research. The first of three sections of this report provides background information on the survey and an introduction to the sourcebook. The second section comprises three charts which summarize the communications technologies used by each of the respondents, the educational levels for which their instructional programs are offered, and the subject areas covered by these programs. The third section, which makes up the major part of the report, presents detailed descriptions of 57 projects, summarizes satellite and Telidon field trials or experimental projects, and identifies some additional projects using communication technologies in instruction as well as in research and electronic messaging. A glossary of terms is provided, and three appendices include a description of the survey methodology, the survey questionnaire, and a feedback form for the readers of this sourcebook. (EW)

ED 290 465
IR 013 121

Harper, Dennis O.
Computer Education for Developing Nations.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-20-6
PUB DATE- 85
NOTE- 51p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies $10.00 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Developing Nations; Educational Planning; Foreign Countries; *Inservice Teacher Education; Microcomputers; *Preservice Teacher Education; Primary Education; Programing; Secondary Education
IDENTIFIERS- *Malaysia

This report describes a project in Malaysia which provided three pilot courses using computer-assisted instruction (CAI) for both inservice and preservice teachers. Two courses for secondary teachers introduced the use of CAI in the secondary classroom and Logo for secondary mathematics, and primary teachers were given an introduction to the use of CAI with their students. The numerous factors that influenced the outcomes of this project are discussed, including problems with administration, transportation, "red tape," facilities, equipment repair, language of instruction, staff development, and time allotments. However, it was also found that: (1) inexpensive microcomputers can be reliable; (2) the teachers who participated in the course came away with more optimistic attitudes toward computer use in education; (3) the majority of teachers learned to program and could produce CAI and Logo programs in the Malaysian language; and (4) the only background differences that significantly affected the final examination scores were English listening skills. A discussion of the possible implications of the study for educational planners in developing nations concludes this report. A 68-item reference list is appended. (EW)

ED 290 466
IR 013 122

McCullough, C. Sue
Computers in School Psychology: An Overview.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-24-9
PUB DATE- 85
NOTE- 71p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies $10.00 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Database Management Systems; Elementary Secondary Education; *Information Networks; *Microcomputers; *School Psychologists

This discussion of the potential of current and projected advances in microcomputer technology for the field of school psychology begins by describing some current applications, including test administration, scoring and analysis, report writing, and data management. Fourteen suggestions for future computer applications in this field are then presented as a way to stimulate creative thinking by the school psychologist who is a also a computer enthusiast. The report concludes with brief discussions of issues in the areas of professional status, ethics, research, and theory, as they relate to current and future computer use by school psychologists. A technical overview is included to provide novices with an introduction to computer technology. A glossary is also provided, and 10 references are listed. (EW)

ED 290 467
IR 013 124

Flaherty, Robert John
A Determination of the Relationship between Various Factors and Success on the Advanced Placement Computer Science Examination.
PUB DATE- 29 Aug 87
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Achievement Tests; Advanced Placement Programs; Aptitude Tests; *Computer Science; Grade Point Average; High Schools; *Mathematics Achievement; Multiple Regression Analysis; *Predictive Measurement; Predictor Variables
IDENTIFIERS- *College Board Achievement Tests; Pearson Product Moment Correlation; *Preliminary Scholastic Aptitude Test

This study was undertaken to determine whether a significant correlation exists between the student's performance on the Advanced Placement (AP) Computer Science Examination and three factors: (1) mathematics scores on the Preliminary Scholastic Aptitude Test (PSAT); (2) a mathematics index score reflecting mathematics courses taken by the student in high and his/her grades in those courses; and (3) the student's overall grade point average. The data were analyzed by calculating the Pearson product-moment correlation between the scores on the AP examination and the selected factors. A significant correlation at the 5% level was found for the selected factors. Only the highest correlating factor, the PSAT mathematics score, was selected for a regression formula after it was found that the inclusion on the other factors did not contribute significantly to the quality of the prediction. Four appendices provide tables displaying the data collected for the study and a description of the data analysis process. (Author/EW)

ED 290 468
IR 013 125

Feasley, Charles E., Comp.
Distance Education: Index to ERIC Papers, 1966-1985. Volume Two: EJ Documents.
Oklahoma State Univ., Stillwater.
PUB DATE- Dec 87
NOTE- 39p.; For Volume One, see ED 286 497.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Correspondence Schools; Correspondence Study; *Distance Education; Educational Radio; Educational Television; External Degree Programs; Home Study; Independent Study; Indexes; Open Universities; Telecommunications; Teleconferencing; Telecourses; Telephone Instruction; Videotex
IDENTIFIERS- *Current Index to Journals in Education; *ERIC

Both author and numerical indexes to journal articles on various facets of distance education that were indexed for the ERIC database from the implementation of Current Index to Journals in Education (CIJE) in 1969 to 1985 are provided in this guide to the literature. Topics covered include correspondence courses, correspondence schools, correspondence study, distance education, educational radio, educational television, external degree programs, home study, independent study, open universities, telecommunications, teleconferencing, telecourses, telephone instruction, and videotex. Information provided for the individual entries, which were identified through computer searches and selective manual searches, include the author, journal article title, year of publication, and ERIC journal number. The names of the journals and the issues in which the articles were published are included in the reviews that appear in both the monthly issues and semiannual cumulative indexes of CIJE. (EW)

ED 290 469
IR 052 008

Forrest, Charles; Gassmann, Mary
A Self-Guided Tour on Audiocassette at a Large Academic Research Library: Development and Implementation.
Illinois Univ., Urbana. University Library.
PUB DATE- [86]
NOTE- 50p.; This article is reproduced with the permission of Mountainside Publishing, Inc.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Audiotape Cassettes; Autoinstructional Aids; Higher Education; Library Collections; Library Facilities; *Library Instruction; Library Services; Maps; *Orientation Materials; Scripts; Summative Evaluation; *User Satisfaction (Information)
IDENTIFIERS- *University of Illinois Urbana Champaign

This packet of materials includes an article, "Development of a Self-Guided Audiocassette Tour at a Large Academic Research Library: Preliminary Report," which originally appeared in the Summer 1986 issue of "Research Strategies," and the scripts for self-guided audiocassette tours of the main and undergraduate libraries at the University of Illinois, Urbana-Champaign. The article describes the development of the audiocassette materials, which were designed for use as an alternative to group tours of the libraries, and an evaluation of the materials after one semester of use. These self-guided, half-hour tours are designed to help patrons develop an increased appreciation for the variety of resources and services available at the libraries and feel more comfortable about asking for assistance. The main library tour script provides information on the library's organizational structure and services, the information desk, reference library, documents library, online catalog terminals, serial record, circulation office, circulation desk, stacks east/deck directory, stacks west, first floor foyer, interlibrary loan office, newspaper library, and university archives. The undergraduate library script includes information on the library's media center, periodicals desk, reference collection, college and career center, reference desk, card catalog, online catalog, browsing area, self-management lab, circulation desk, question board, reserve desk, book collection, and compact shelving area. A listing of tour stops, self-guided library tour objectives, maps of tour stops for both libraries, and a daily report form are also included. (KM)

ED 290 470
IR 052 084

Simon, Hans-Reiner
Statusbericht zur Aus- und Fortbildung in der Information und Dokumentation und in der Informationswissenschaft in der Bundesrepublik Deutschland und Berlin (West) (Status Report on Education and Training in Information and Documentation and in the Field of Information Science in West Germany and West Berlin).
Gesellschaft fur Information und Dokumentation, Frankfurt/Main (West Germany).
PUB DATE- Feb 85
NOTE- 59p.; Paper presented at an internal seminar at the Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, February 1985).
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Data Processing; Foreign Countries; Higher Education; *Information Science; Information Technology; *Library Education; *Professional Continuing Education
IDENTIFIERS- *West Germany

This report provides a summary of the accredited programs in library and information science in the Federal Republic of Germany. Discussions consider the expansion of education programs in such fields as electronic data processing and information and communications technology; the shifting trend in course development from more general to very specialized courses; and the differences between the courses offered at private and public institutions. The text is supplemented with 8 tables and 13 figures, a list of 11 references, and 2 appendices. (EW)

ED 290 471
IR 052 085

Simon, Hans-Reiner; Thormann, K.-D.
Der Zitier-Index (Science-Citation-Index): Eine Datenbank fur das Ermitteln von neuen Ideen und Konzepten (The Science Citation Index: A Database for the Discovery of New Ideas and Concepts).
PUB DATE- Apr 86
NOTE- 64p.; Paper presented at an internal seminar at the Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, April 1986).
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citation Analysis; *Citation Indexes; Cluster Analysis; *Expert Systems; Flow Charts; Foreign Countries; *Information Retrieval; Search Strategies
IDENTIFIERS- Knowledge; *Science Citation Index; West Germany

This report discusses the use of the Science Citation Index produced by the Institute for Scientific Information (ISI) as a given "expert system" in the experimental study of different search levels. The inquiry has two objectives: (1) to test whether a "traditional" information system will also produce the rudiments of a knowledge-based system; and (2) to provide a guide to the Science Citation Index for German users. It is noted that the results obtained are of preliminary character and that further studies should improve the method and the time span searched. Some general remarks about "objective knowledge," "subjective knowledge," and "information" are also included. The text is supplemented with 22 figures, and a 19-item bibliography is provided. (Author/EW)

ED 290 472
IR 052 237

McWeeney, Mark G.
Competencies and Performance Indicators for a Course Entitled, Selection and Collection Development.
PUB DATE- 15 Dec 87
NOTE- 8p.; This report is one of a series of reports indicating competencies and performance indicators for Library Science courses.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Behavioral Objectives; *Competency Based Education; *Evaluation Criteria; Higher Education; Library Collection Development; Library Material Selection; Performance Factors
IDENTIFIERS- *Northwest Missouri State University; Selection Tools

In order to improve the quality of education and student performance, the Library Science Department at Northwest Missouri State University has revised nine of its courses to include competencies and performance indicators. This report lists eight course objectives, 14 competencies, and five to seven performance indicators for each competency for a course on Selection and Collection Development. The specific competencies include the ability to evaluate the following materials: current book selection tools; the select lists of book selection tools; non-select lists of books; reviews of books; paperback selection tools; selection tools for serials; selection tools for reference books; selection tools for free and inexpensive materials; government document resources; microform selection aids; selection tools for hardware; and selection tools for software. Students should also be able to discuss selection policies and administrative concerns as they relate to the library material selection process. The performance indicators for each competency specify activities that the learner must perform to demonstrate that he/she has learned the material. (CGD)

ED 290 473
IR 052 238

Horrocks, Norman
Continuing Education for Library and Information Science in the Canadian Context.

PUB DATE- Mar 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; Foreign Countries; Graduate Students; Higher Education; Information Scientists; Librarians; *Library Schools; *Professional Associations; *Professional Continuing Education; *Professional Development
IDENTIFIERS- *Canada

Two classic papers on continuing education for professional groups are examined and related to the library/information science field in Canada: (1) "Role of Continuing Education in Current Professional Development" (Cyril Houle, Professor of Adult Education at the University of Chicago); and (2) "Continuing Education in the Professions" (William McGlothlin, Professor of Higher Education at the University of Louisville). A descriptive account of the major existing resources for what is defined as "continuing professional education" as distinct from "continuing education" is presented, with emphasis on educational institutions and professional associations. It is concluded that a national examination of the field is needed as an alternative to the present random approach. (CGD)

ED 290 474
IR 052 239

Holden, Jill R. J.
A Guide to U.S. Historic Preservation through Federal Government Documents and Related Information.
PUB DATE- Dec 87
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Architectural Programing; Depository Libraries; Federal Legislation; *Government Publications; Government Role; *Information Sources; Local Government; Museums; *Preservation; Public Agencies; Repair; State Programs; Tax Effort; *United States History
IDENTIFIERS- *Historic Sites

Designed to introduce researchers to sources of federal information on the historic preservation of significant buildings and sites, the purpose of this guide is threefold: (1) to show the variety of governmentally produced documents and publications that relate to historic preservation (citing as examples documents from 1984 to 1986); (2) to describe guides and sources for such federal information; and (3) to indicate the broader context of historic preservation of which these government documents are a part by including information about government agencies, funding, and publications relating to historic preservation. Divided into eight major sections, this guide includes a brief history of the U.S. Preservation Movement and information on government documents; national agencies and committees involved in historic preservation and their publications; congressional actions; state and local historic preservation; historic preservation funding and incentives; publications about historic preservation; and public interest in historic preservation. A glossary and a 43-item bibliography are also provided, and a legislative history of the National Historic Preservation Act of 1966 is appended. (CGD)

DOCUMENT RESUME

ED 290 475
IR 052 240

Sylvestre, Guy
Guidelines for National Libraries.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/17
PUB DATE- Sep 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Archives; Bibliographies; Centralization; Decentralization; Depository Libraries; Developing Nations; Guidelines; Interlibrary Loans; International Relations; Management Development; *National Libraries; Networks; Reference Services
IDENTIFIERS- *Library Development; *National Bibliographies

This report is designed to provide practical assistance to government officials and librarians responsible for the planning, creation, and development of national library services. Based on a number of authoritative studies and a broad consensus among experts, including directors of national libraries, these guidelines give special attention to the needs of developing countries and provide various options so that individual countries may select those best suited to their particular circumstances. The report covers the following topics: (1) national library collections, including national and foreign literature, legal deposit, and manuscripts; (2) the national bibliographic agency; (3) readers' services, including Universal Availability of Publications and of Information (UAP and UAI), centralization versus decentralization, reference and circulation, referral services, interlending, locating tools, repositories, services to the handicapped, and exhibitions; (4) conservation; (5) domestic relations, including training and research, networking, library associations, and national archives; (6) international relations, including exchanges, organizations, and programs; (7) status and management of national libraries; (8) buildings and equipment; and (9) libraries with dual functions. Final remarks summarize the responsibilities and discuss the importance of the national library. (CGD)

ED 290 476
IR 052 246

Beaudiquez, Marcelle
Bibliographic Services throughout the World. Supplement 1983-1984 = Les services bibliographiques dans le monde. Supplement 1983-1984.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/4
PUB DATE- 87
NOTE- 272p.; For the 1981-1982 edition, see ED 266 800.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cataloging; Depository Libraries; Foreign Countries; Government Libraries; Library Catalogs; *Library Cooperation; Library Services; *National Libraries; Program Descriptions; Questionnaires; Shared Resources and Services; Surveys
IDENTIFIERS- *Bibliographic Services; *National Bibliographies

Results from questionnaires investigating bibliographic services and related activities in 93 countries belonging to the United Nations Educational, Scientific, and Cultural Organization (Unesco) are presented in this document. The survey was conducted in 1983-1984 and the data compiled in 1985-1986. Compared to a previous and almost identical survey conducted in 1981-1982, the current report reveals no significant evolution of bibliographic services over the past two years. In fact, 19 out of 93 countries have no bibliographic services at all. Additional findings indicate that: (1) no new bibliographic agencies have been established, although a number of modifications and improvements have been accomplished by some countries; (2) among the 13 countries without a bibliographic system four have legal deposit facilities; (3) five national bibliographies have been introduced, although a number of countries are still without one; (4) annual or quinquennial cumulative volumes continue to be published and automated production of retrospective bibliographies has been successfully implemented by five nations; (5) no new current bibliographies for formats other than monographs have been introduced; and (6) the national library in most countries continues to be responsible for interlibrary cooperation. The report on the survey and the questionnaire used are presented in both French and English; however, descriptions of information services in individual countries as supplied by survey respondents are presented in either French or English. These descriptions make up the major part of the publication. (CGD)

ED 290 477
IR 052 247

Gretler, Armin
EUDISED: Achievements, Current Stagnation and the Need to Overcome It.
REPORT NO.- DECS/Doc-(87)-18
PUB DATE- 28 Sep 87
NOTE- 13p.; Paper presented at the Council for Cultural Cooperation (52nd, Strasbourg, France, June 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Databases; Developed Nations; *Educational Research; Foreign Countries; Information Needs; *Information Networks; International Cooperation; *International Programs; *Online Systems; Systems Analysis; Thesauri
IDENTIFIERS- *European Documentation and Information System

This paper argues that the European Documentation and Information System for Education (EUDISED) had a highly successful first stage of development, but that it is currently going through a period of stagnation. The system's decentralization, multilingual approach, and coverage of a full range of educational data make it plain that EUDISED is a well-designed project, and notable achievements during the first stage included the creation of a multilingual thesaurus; the publication of the EUDISED R&D Bulletin, which provides standardized information on research and development projects in education; and the maintenance of continuing long-term cooperation among 20 or so European countries. The stagnation could be overcome by a more general recognition of the value of the work already undertaken within the context of EUDISED, by not limiting the database to information on educational research projects, and by making available the resources needed to develop efficiently the whole EUDISED activity. An analytical study of EUDISED has been commissioned by the Council for Cultural Co-operation and the report is scheduled for presentation to the council in January 1989. (CGD)

ED 290 478
IR 052 248

Goldhor, Herbert; And Others
The In-House Use of Materials in a Veterinary Medicine Library.
Illinois Univ., Urbana. Library Research Center.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Correlation; Higher Education; Hypothesis Testing; *Interviews; Library Materials; Library Surveys; *Medical Libraries; Questionnaires; Statistical Distributions; *User Satisfaction (Information); *Use Studies; *Veterinary Medicine

The main purposes of this study were to ascertain something of the quality of in-house use of materials in a science library, and to test the use of interviews as a method of measuring such use. Brief interviews were held with 414 users of the University of Illinois Veterinary Medicine Library (VML) between March 2 and May 13, 1987, to obtain information on the purpose of their visit and their use of library materials (other than reserve books) while in the VML. A count was also kept of the number of persons in the library and of the books and journals left on the tables. Of the four hypotheses tested, support was found for only one: that the number of items used in the library are at least twice as high when reported by the interviewees as when measured by table counts. It is suggested that future research might start with the hypothesis that people who use materials in a science library are doing so for substantive research and that typically they find what they seek. It is concluded that interviews are to be preferred to both table counts and self-administered questionnaires for collecting data. The report is supplemented with three tables and 18 footnotes/references, and a copy of the interview questions and the one-way frequency distribution of responses is appended. (CGD)

ED 290 479
IR 052 249

Information Management: Criteria for Assessing Agency Performance Are Limited. Briefing Report to the Chairman, Committee on Government Operations, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/IMTEC-87-43BR
PUB DATE- Sep 87
NOTE- 14p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; additional copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Agency Role; Costs; Data Processing; Efficiency; Evaluation Criteria; *Federal Legislation; *Information Systems; *Management Information Systems; Operations Research; *Performance; Policy; Privacy; Telecommunications
IDENTIFIERS- *Paperwork Reduction Act 1980; *System Evaluation

This report documents the findings of an evaluation of the effectiveness of the information resources management aspects of the Paperwork Reduction Act of 1980 (Public Law 96-511) which went into effect on April 1, 1981. (This law was enacted as a result of concerns that the government must improve its collection, use, and dissemination of information.) Data for this study, which was conducted in 1987, was collected through: (1) interviews with and information obtained from the Office of Management and Budget and the General Services Administration; (2) interviews with information resources management officials at the Departments of Commerce, Energy, Labor, and Health and Human Services; and (3) a review of literature related to either information resources management or the Paperwork Reduction Act. The following Information resources management problems that continue to exist in government agencies were identified: (1) inadequate planning processes; (2) lost potential savings due to improper management of information resources; (3) overlapping systems containing duplicate information within agencies; and (4) lack of focus on the broader objectives of the act. It was also found that none of the agencies studied had established criteria for determining achievement of the act's objectives. (CGD)

ED 290 480
IR 052 250

Roberts, Kenneth H.
The Library in Tomorrow's Society. A Literature Review.
United Nations Educational, Scientific and Cultural Organization,
  Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/16
PUB DATE- Sep 87
NOTE- 114p.; Best copy available.
AVAILABLE FROM- Division of the General Information Programme,
  UNESCO, 7 Place de Fontenog, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Information; Developed Nations; Developing
  Nations; *Futures (of Society); Global Approach; Information
  Systems; *Information Technology; International Organizations;
  Library Administration; *Library Automation; Literature Reviews;
  *National Libraries; Science and Society; *Technological
  Advancement; Telecommunications
IDENTIFIERS- *Information Society

Intended to reflect the international library community's expectations for the next 10 to 15 years and the place of the library in tomorrow's world, this extensive selective review focuses on the professional literature published between 1982 and 1986 which treats the probable evolution of different types of libraries in both developed and developing countries. The following topics are covered: (1) the future information society; (2) the future for librarians (the search for roles, the influence of technology, professional education and training); (3) the future for libraries (national, public, academic and research, school, and special libraries); (4) organization and administration of libraries (influence of technological innovations, information system design, policy and planning, interlibrary cooperation, networking, the management of change, the use of marketing methods, fees for service, and manpower issues); (5) library and information work (influence of technological innovations, developing countries, abstracting and indexing services, document delivery, social aspects of information work, information communication, technical processes and services, online information retrieval); and (6) related areas (computer and telecommunications technology, publishing, and storage media). The final chapter, which summarizes and comments on the findings of the literature review, notes that the review points to the increasing value placed on information by contemporary society and raises questions of how libraries will meet the demand for access and how the costs of access will be borne. A 247-item list of references concludes the document. (CGD)

ED 290 481
IR 052 251

Kimmage, Dennis; And Others
Library Research Skills (LIB 101).
State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Bibliographies; Classification; *College Libraries; Computer Assisted Instruction; Course Descriptions; Government Publications; Higher Education; Indexes; Library Catalogs; *Library Instruction; *Library Skills; Periodicals; Reading Materials; *Reference Materials; *Search Strategies; Workbooks

The contents of this document include the course syllabus, a student information sheet, college library floor plans, and the units of instruction for Library Research Skills (LIB 101), a course taught at the State University College at Plattsburgh, New York. The course syllabus lists subjects to be covered and the corresponding time frame for each. The student information sheet presents course objectives, the components/requirements of the class, and explanations of these components, which include (1) classes; (2) worksheet assignments; (3) computer assisted instruction; (4) the bibliography project; and (5) the final examination. Floor plans of the Benjamin F. Feinberg Library are also provided. The next section presents the six units of instruction for the course: (1) organization of library materials; (2) reference content sources; (3) search strategy/topic formation; (4) books and catalogs; (5) periodicals and indexes; and (6) government documents. Assignments one through six, which correspond to the units of instruction, are contained in the remaining unnumbered pages of the document. (CGD)

ED 290 482
IR 052 252

King, Christine; And Others
Library Skills for Psychological Research. A Workbook for PSY 121.
State Univ. of New York, Stony Brook.
PUB DATE- 87
NOTE- 59p.; A product of the Melville Library. Some figures contain small, blurred print.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstracting; Cataloging; Citation Indexes; *College Libraries; Government Publications; Higher Education; Indexes; Library Catalogs; *Library Instruction; *Library Skills; Online Searching; Periodicals; Psychological Testing; *Psychology; *Social Science Research; Workbooks

This workbook for a course taught at the State University at Stony Brook, New York, is designed to help students develop library skills for psychological research. Nine major topics are covered: (1) author-title and subject catalogs; (2) some major reference books; (3) journals in psychology; (4) periodical indexes and the periodicals catalog; (5) abstracting sources in psychology and related fields; (6) the Social Sciences Citation Index and computerized information retrieval; (7) general magazines and newspapers; (8) psychological tests and measures; and (9) U.S. government documents. Each chapter provides objectives for that chapter and a descriptive account of pertinent subject matter. In addition, five chapters include a brief introduction, six chapters present a summary of the topics covered, and a selective listing of specialized reference works is provided at the end of the second chapter. (CGD)

ED 290 483
IR 052 253

Creasey, J. C.; Wesley, C.
The Unesco Pilot Project on Information on Research in Progress in Khartoum, Sudan. Final Report.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87-WS/3
PUB DATE- Apr 87
NOTE- 72p.; Best copy available.
AVAILABLE FROM- Division of the General Information Programme, UNESCO, 7 Place de Fortenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Data Collection; Developing Nations; Foreign Countries; Indexing; *Information Services; *Information Sources; National Programs; Pilot Projects; Questionnaires; Research and Development; *Research Projects; Surveys; Thesauri
IDENTIFIERS- *Research in Progress; *Sudan (Khartoum)

This report of a United Nations Educational, Scientific, and Cultural Organization (UNESCO) pilot project, which was carried out during 1982-84 in Khartoum (Sudan) to develop a vehicle for providing access to information on research in progress, describes: (1) the study that led to the conclusion that a national register of research projects was required in Sudan; (2) the collection of information for this register; (3) the procedures set out for its processing, production, and dissemination; and (4) the results of the study and suggestions for its future development. The register produced by this project is a single 552-page volume in English which lists 1,269 projects reported by some 300 sources both in the Sudan and outside. It is designed for use by researchers, research managers, and policymakers who require information on what, where, and how research is being organized and who is implementing it. The information in the register is intended to constitute a database for user referral to sources of scientific expertise; provide news of publications about to appear; and indicate potential users for scientific and technological information services. Fourteen annexes include questionnaires and other materials relevant to the study. A list of abbreviations, a 14-item bibliography, and a subject index are also provided. (CGD)

ED 290 484
IR 052 255

Daval, Nicola, Ed.
Government Information in Electronic Format. Minutes of the Meeting of the Association of Research Libraries (110th, Pittsburgh, Pennsylvania, May 7-8, 1987).
Association of Research Libraries, Washington, D.C.
PUB DATE- 87
NOTE- 220p.; For the minutes of the 109th meeting, see ED 286 502.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (ARL members $9.00; nonmembers $15.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Depository Libraries; *Electronic Publishing; *Federal Government; *Government Role; *Information Dissemination; Information Services; Information Sources; Information Technology; Library Services; *Private Agencies; Public Policy
IDENTIFIERS- Government Information; *Information Policy; *Machine Readable Data; Private Sector

This document begins by presenting the text of "Technology & U.S. Government Information Policies: Catalysts for New Partnerships," which is the third report of the Task Force on Government Information in Electronic Format. Topics covered by the report include the impact of technology, private sector roles and government responsibilities for distributing information, a framework for policy analysis, a new framework for library services, and the depository library program. A statement of principles for government information in electronic format is appended to the report, which also incorporates the membership's discussions. The remainder of the document includes the introduction to the program (D. Kaye Gapen); background information on the task force and its charge (Nancy Cline); a brief summary of topics covered in membership discussion sessions; a summary of the program (D. Kaye Gapen); the minutes of the business meeting; and 11 appendices. Appended materials include the first two reports of the Task Force on Government Information in Electronic Format; a report on the Association of Research Libraries (ARL) Retrospective Conversion Project; a report from the Task Force on Membership Criteria; an ARL Activities Report; a report on the status of OMS (Office of Management Studies) programs; lists of participants in the meeting, ARL officers and board, committee, and task force members; an ARL membership list; and a financial report. (CGD)

ED 290 485
IR 052 256

Albritton, Rosie L.; Sievert, MaryEllen
Investigating the Effects of Human Factors on the Outcomes of a Library Computer Literacy Program. Final Report.
Missouri Univ., Columbia. Library.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Mar 87
NOTE- 74p.; Paper presented at the Annual Conference of the American Library Association (San Francisco, CA, June 27-July 1, 1987).
GRANT- CLR-#5002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Anxiety; *College Libraries; *Computer Literacy; Computers; Demography; Higher Education; Information Services; *Inservice Education; Interviews; *Library Personnel; Online Systems; Prior Learning; Training Methods; *Work Environment; Workshops
IDENTIFIERS- *Computer Anxiety; *Librarian Attitudes; University of Missouri Columbia

This study investigated the relationship of the effects of library staff attitudes toward computer technology on their level of participation in a library computer literacy program. A series of in-service computer workshops at the University of Missouri-Columbia Libraries provided the opportunity to investigate computer anxiety among library personnel and other factors related to the concept of resistance to computers. To determine computer anxiety, the Computer Opinion Survey (Maurer & Simonson, 1984) was administered to 61 volunteer subjects from the staff of the university libraries. The sample was divided into two groups: those who had attended few or none of the workshops and those who had attended a number of them. To determine factors related to participation, data were collected in interviews with the two groups. Results showed that library staff members were influenced by prior hands-on experience with a computer, working with a computer in the present position, and enrollment in previous computer classes. Library-specific variables related to computer anxiety included: (1) the department; (2) number of years working in the library; and (3) the level of experience with the library's online public access catalog. Level of computer anxiety and demographic characteristics had no effect on the staff members' participation in the workshops. (Author/CGD)

ED 290 486
IR 052 257

Marsh, Sheila; Goff, Linda
Library Instruction Handbook. Revised Edition.
California State Univ., Sacramento. Library.
PUB DATE- 87
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstracts; Academic Libraries; Assignments; *Course Integrated Library Instruction; *Critical Thinking; Encyclopedias; Evaluation Methods; Higher Education; Indexes; Individualized Instruction; *Library Facilities; *Library Services; Library Skills; *Periodicals; Reference Materials; Research Skills; *Search Strategies; Workbooks
IDENTIFIERS- California State University Sacramento

The purpose of this handbook is to familiarize the user with the organization of the California State University-Sacramento (CSUS) library. As part of a course requirement, the handbook is designed to provide the student with information necessary to perform assignments in the library independently of librarians and support staff, and as a reference source for the user while a student at CSUS. The four units and self-paced assignments provided cover the following: (1) library facilities and services (self-guided library tour, locating and checking out materials); (2) basic search strategies (search strategies for books and media, using the card catalog effectively, and encyclopedias); (3) periodical literature (periodical indexes and abstracts, newspapers and newspaper indexes); and (4) critical thinking (evaluating sources and research strategies). A glossary and an index are provided, and the assignments that accompany the workbook are attached. (CGD)

ED 290 487
IR 052 258

Library/Media Curriculum Guide: Research Skills, Computer Literacy, Literary Appreciation.
Birmingham Public Schools, Mich.

PUB DATE- [87]
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Card Catalogs; *Computer Literacy; *Course Integrated Library Instruction; Curriculum Guides; Elementary Secondary Education; *Learning Resources Centers; Library Skills; Literary Criticism; Media Specialists; Nonprint Media; *Research Skills; School Districts; *School Libraries

The philosophy, goals, and objectives of the K-12 library/media curriculum for the public schools of Birmingham, Michigan, are presented in this curriculum guide. The program philosophy stresses the importance of a combination of resources to generate a purposeful, effective learning environment for students, and points out that the media program is designed to support, promote, and integrate with the schools' curriculums. Emphasizing literary appreciation, research skills development, and computer literacy as essential areas in the media curriculum, the program goals state that by the end of 12th grade, the student will be able to: (1) value, use, and enjoy a variety of reading and literary materials for personal information, pleasure, and classroom assignments; (2) demonstrate self-sufficiency in the school library/media center, functioning independently in his/her search for information and resources; and (3) exhibit an understanding of basic computer operations, applications, and social implications of computer use in daily life. The curriculum is divided into grades K-5, 6-8, and 9-12, and specific student objectives to meet the program goals are taught in a grade level sequence. Sequence charts are provided for media specialists with suggestions as to when to introduce, concentrate on, or review a skill. (CGD)

ED 290 488
IR 052 259

McCrossan, John A.
Professional Development Activities of Public Library Administrators: An Opinion Survey of the Relative Value of Such Activities.
PUB DATE- Jun 87
NOTE- 8p.; Paper presented at the Annual Conference of the American Library Association (San Francisco, CA, June 27-July 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Interprofessional Relationship; *Library Administration; Library Associations; Library Surveys; Professional Continuing Education; *Professional Development; *Public Libraries; Questionnaires; Seminars; State Surveys; Workshops
IDENTIFIERS- *Florida

A survey of 104 Florida public library administrators resulted in a 70% response rate to a questionnaire investigating the value of a variety of types of activities associated with professional development. Presented as a poster session, this report indicates that the following professional and continuing education activities were considered the most beneficial in terms of investments of time, energy, and cost, to the survey respondents: (1) attending workshops, courses, or seminars; (2) reading professional library publications; (3) working with other librarians to learn or improve a skill; and (4) attending meetings of professional library associations. In response to an open-ended question asking for a description of one or two specific, most useful activities related to professional growth, 68% of the administrators indicated that participation in educational programs, such as workshops, seminars, or courses, was most productive from the standpoint of personal development. An appended table provides a quantitative description of survey results. (CGD)

DOCUMENT RESUME

ED 290 489
IR 052 260

Brown, Philip
South Dakota State University's Library: A History. Hilton M. Briggs Library Occasional Paper Number 1.
South Dakota State Univ., Brookings. Hilton M. Briggs Library.
PUB DATE- Dec 87
NOTE- 23p.
AVAILABLE FROM- Hilton M. Briggs Library, South Dakota State University, Box 2115, Brookings, SD 57007-1098 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architecture; *College Libraries; Financial Support; Higher Education; *History; Library Administration; Library Automation; Library Collection Development; Library Services; Library Technical Processes; Salaries; Staff Role; User Needs (Information)
IDENTIFIERS- *South Dakota State University

Tracing the history of South Dakota State University's Hilton M. Briggs Library over the past 102 years, this occasional paper describes the development of what is now the largest library (over 1.1 million total pieces) in the South Dakota Library Network from its inception as part of a small land grant college. Administrative eras are reviewed, most notably those of William Powers (1905-36), H. Dean Stallings (1937-48), Alfred Trump (1948-72), and Leon Raney (1972 to present), in light of the impact of changes and growth in such areas as staffing, salaries, library organization, library services, library technical processes, collection development, funding, architecture, and the advent of the electronics revolution. A prediction for record growth in 1988 in the areas of collections and user services at Briggs Library is made in the closing remarks. (CGD)

ED 290 490
IR 052 261

Ensor, Pat; And Others
Strategic Plan for Indiana State University Libraries: 1987-1992.
Indiana State Univ., Terre Haute. Library.
PUB DATE- Dec 87
NOTE- 23p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Higher Education; Library Automation; Library Collection Development; Library Equipment; Library Facilities; Library Personnel; *Library Planning; *Long Range Planning; Online Catalogs; User Needs (Information)
IDENTIFIERS- *Indiana State University; Library Funding; *Strategic Planning

This task force report outlines a five-year strategic plan for the Indiana State University Library. The plan discusses expected changes and provides recommendations as to how to best meet new needs in eight areas: (1) the environment, including financial support, use of library resources, and changes in the composition of the user group; (2) user services, including use of technology to increase access to information, emphasizing the active teaching and advisor roles of the library, and devoting greater attention to promoting and marketing the library's services and collection; (3) collection quality, with emphasis on a quality core collection to support the undergraduate curriculum, purchasing materials to support faculty research, determining an appropriate balance between allocations for various media formats, preserving library materials with an emphasis on unique holdings, and expediting interlibrary loans; (4) collection access, including completion of the entry of cataloging for ISU library materials in the LUIS database and removing the card catalog; (5) retraining and reassignment of personnel as required by the introduction of new services and technologies; (6) facilities, including improvements designed to provide satisfactory working conditions for staff as well as easy user access; (7) equipment, including expansion of computer facilities for NOTIS and evaluation of new technologies to determine their potential usefulness in serving users and staff; and (8) funding, including identification of new funding sources to help meet the escalating costs of library materials and services. (EW)

ED 290 491
IR 052 262

Teskey, F. N.
User Models and World Models for Data, Information and Knowledge.
PUB DATE- [86]
NOTE- 10p.; Revised version of a paper presented at the 10th International Association for Computing Machines SIGIR Conference on Research and Development in Information Retrieval.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Information Retrieval; Information Science; *Information Theory; *Mathematical Models
IDENTIFIERS- Binary Relational Model; *Category Theory; *Semantic Categories

This paper identifies the need for a new theory of information and develops a mathematical model which distinguishes between: (1) data, as directly observable facts; (2) information, as structured collections of data; and (3) knowledge, as methods of using information. The model is based on the ideas of the binary relational model and uses the concept of semantic categories to develop a semantic information retrieval system. Originally conceived to provide a firm foundation for information science, the model may also be used as the basis for an advanced information retrieval system. (EW)

ED 290 492
IR 052 263

Kimmage, Dennis
Integrating CAI into an Undergraduate Library Skills Course.
PUB DATE- [86]
NOTE- 22p.; Paper presented at the National Educational Computing Conference (San Diego, CA, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; Course Evaluation; Courseware; Higher Education; Individualized Instruction; Librarians; *Library Instruction; *Library Skills; Microcomputers
IDENTIFIERS- *State University of New York Coll at Plattsburgh

Computer-assisted instruction has been integrated into an established library skills course at the State University of New York at Plattsburgh to supplement readings, classroom contact, and library assignments. Seven programs, one for each instructional unit of the course, were created in the form of self-tests that review course content, identify student weaknesses, and provide instruction. The capacity for immediate response to student input adds a dimension previously missing in the course and addresses the need for more individualized instruction where subject matter is difficult or poorly understood. The programs were developed in 1984 using the ApplePILOT authoring language, and tested on 70 to 80 students in the spring semester of 1985. These students found the programs to be valuable learning tools, and 87% of them recommended that the programs be made a permanent part of the course. Additional testing of the programs was planned for the fall 1985 semester with a much larger group of students (300-400) to confirm their value and to determine what effect, if any, they may have on academic performance and motivation. Three appendices present the data from the first study together with student comments. (Author/EW)

ED 290 493

IR 052 264

Hatfield, V. Sue, Ed.
Preparing for the 21st Century. Proceedings of the Mountain Plains Library Association Academic Library Section Research Forum (Silver Creek, Colorado, October 11-15, 1986).
REPORT NO.- ISBN-0-934068-03-08
PUB DATE- Oct 86
NOTE- 113p.; For the 1987 proceedings, see IR 052 265.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Burnout; *Cataloging; Chemistry; Higher Education; Information Centers; *Librarians; Library Automation; *Library Instruction; Library Planning; Library Research; Questionnaires
IDENTIFIERS- Bookstores; *Information Management; Library Committees; Social Interest; *Strategic Planning

The following papers were presented at a joint conference of the Colorado Library Association and the Mountain Plains Library Association (MPLA) in October 1986: (1) "Development of a Strategic Plan for the Harold B. Lee Library--A Model for Public Service" (Larry Ostler); (2) "The Library Committee in MPLA Libraries" (Ronald Haselhuhn and Henry Stewart); (3) "Opening a Bookstore" (Dorothy Rice); (4) "Team Teaching the Chemical Literature" (Betsy Porter, John Lanning, and Beth Forrest Warner); (5) "Burnout and Social Interest in Librarians and Library School Students" (Nathan Smith and Anne C. Wuehler); (6) "Beyond Cataloging--A Survey of Academic Librarians in the Information Age" (Patricia A. Eskoz); and (7) "Strategic Planning for Campus Information Systems" (Herbert Achleitner and Edward Neroda). (EW)

ED 290 494
IR 052 265

Hatfield, V. Sue, Ed.
Libraries and the Literacy Challenge: The Frontier of the 90's. Proceedings of the Mountain Plains Library Association Academic Library Section Research Forum (Bismarck, North Dakota, September 23-26, 1987).
REPORT NO.- ISBN-0-934068-04-6
PUB DATE- Sep 87
NOTE- 121p.; For the 1986 proceedings, see IR 052 264.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Cataloging; Computer Software; Higher Education; Librarians; Library Acquisition; Library Collection Development; Library Research; Library Surveys; Microcomputers; *Optical Data Disks; *Statistical Analysis; *Time Management; *User Needs (Information)
IDENTIFIERS- *Approval Plans; Library Directors

The following papers were presented at a joint conference of the Mountain Plains Library Association, the North Dakota Library Association, and the South Dakota Library Association in September 1987: (1) "Catalog Backlog Project" (Kay Juricek, Tedine Roos, and Carol White); (2) "How Are We Doing? Using a Materials Availability Survey in an Academic Library" (Ronnelle K. H. Thompson); (3) "Integrating CD-ROM Technology into the Undergraduate Library" (Ethelle S. Bean); (4) "[PC] SAS as a Library Research Tool" (Maurice P. Marchant and Nathan M. Smith); (5) "Time Management in Academic Libraries" (Helen M. Gothberg and Donald E. Riggs); and (6) "Troubleshooting the Approval Plan: A Case Study from the Subject Specialist's Point of View" (Dennis R. Brunning). (EW)

ED 290 495
IR 052 266

Whitney, Loralyn; Hager, Elizabeth A.
PACT: Parents and Children Together. Program Manual.
Arkansas Valley Regional Library System, Pueblo, CO.; High Plains
  Regional Library System, Greeley, CO.
PUB DATE- [1 Mar 86]
NOTE- 56p.; Best copy available.
AVAILABLE FROM- High Plains Regional Library System, 2227 23rd Ave.,
  Greeley, CO 80631-6632.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (055) Reports - Descriptive (Program/Project
  Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Consultation Programs; Library Role;
  *Library Services; Parent Education; Parent Influence; Parent Role;
  *Parent Workshops; Periodicals; Preadolescents; Publicity; *Public
  Libraries; *Reading Aloud to Others; *Reading Attitudes; Reading
  Programs; *Young Children
IDENTIFIERS- *Colorado

The Parent and Children Together (PACT) project, developed by the Arkansas Valley and High Plain Regional Library Services in Colorado, is aimed at promoting lifelong interest in reading among today's children. PACT services include: (1) sponsoring workshops that will train librarians and volunteers to plan and present parents' programs; (2) providing a manual which will contain such items as program suggestions and news releases; (3) loaning audiovisual programs to participating libraries for use with community groups; (4) supplying promotional materials for distribution in local communities that will encourage parents to read to their children; (5) buying books for public libraries and parents' kits for target libraries; and (6) furnishing consulting services to help libraries with their local programs. An appendix features such items as a list of PACT audiovisual programs and samples of flyers and news releases. (CGD)

ED 290 496
IR 052 268

Williams, Karen
Implementing an Information Desk: Avenues toward Increased Quality of Reference and Loan Services. Summary and Evaluation of the Information Desk Experiment.
PUB DATE- 87
NOTE- 11p.; Paper presented at the Annual Poster Session of the American Library Association (6th, San Francisco, CA, June 27-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Formative Evaluation; Higher Education; *Information Centers; *Information Seeking; *Reference Services; *Staff Utilization; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *University of Arizona

During the spring semester of 1987, the University of Arizona implemented an experimental information desk as a means of improving the quality of service to patrons by relieving congestion at the reference desk. Services at this desk, which was staffed by reference personnel during the first phase of the project, included serving as the initial point-of-contact for incoming patrons, providing answers to directional or quick information questions, and receiving all incoming phone calls. These functions were designed to improve the speed and quality of reference service by enabling reference staff to spend more time dealing with true reference questions, as well as to minimize waiting time for simple, quickly answered questions. The one unaccomplished objective, that of enabling the reference staff to spend more time focusing on true reference questions, was attributed to the reduction of reference desk staff members during peak service hours when the information desk was also staffed. In response to the recommendations of the reference librarians, support staff from other departments were trained to staff the information desk during the second phase of the ongoing project. (CGD)

ED 290 497
IR 052 269

Line, Maurice B.
Measuring the Performance of Document Supply Systems.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/21
PUB DATE- Oct 87

NOTE- 111p.; Prepared by the International Federation of Library Associations International Office for Universal Availability of Publications.
AVAILABLE FROM- Division of the General Information Programme, Unesco, 7 Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Evaluation Methods; *Information Dissemination; International Programs; Measurement Techniques; Paper (Material); Relevance (Information Retrieval); Selective Dissemination of Information; Supplies; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Performance Measures

Produced by Unesco as part of its program designed to help member states develop national information systems, including libraries, information services, and archives, this manual is a guide to document supply measurement techniques that are applicable to a wide range of countries. The first of seven chapters considers the objectives, nature, and limitations of performance measures and factors affecting the demand for document supply, and the second focuses on fill rate, or the proportion of document requests that are met, and the problems associated with meeting user needs. The third chapter deals with the various operations involved in document requesting, processing, and supply, and with the importance of timeliness in meeting requests. User satisfaction as opposed to the concept of fill rate is discussed in the fourth chapter, while the fifth considers a number of less significant measures including the volume of demand, the range of resources available, the ability to accept blind requests, the robustness and flexibility of the system, ease of use, quality, minimal damage and loss, balance and fair distribution of supply, capacity to serve different sectors, and ease of monitoring. The sixth chapter analyzes costs in terms of measuring efficiency of performance, and the final chapter provides guidelines for practical measurement of performance. A list of 45 references is included. (CGD)

ED 290 498
IR 052 270

Powell, Ronald R.
The Relationship of Library User Studies to Performance Measures: A Review of the Literature. Occasional Papers Number 181.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Jan 88
NOTE- 45p.
AVAILABLE FROM- Occasional Papers, Graduate School of Library and Information Science, Publications Office, University of Illinois, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.50 prepaid. Make checks payable to University of Illinois).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Evaluation Criteria; *Evaluation Methods; *Library Services; Literature Reviews; Performance Factors; *Program Effectiveness; User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Performance Measures

Arguing that user studies and performance measures provide two major approaches to evaluating the effectiveness of library services, this occasional paper presents an overview of the literature, examines the goals and approaches in user studies and performance measures, and provides suggestions for increasing the potential benefits of both by combining the two techniques. The resulting approach--performance measures based on user studies--is then discussed in terms of data collection, possible benefits, and limitations. It is concluded that: (1) valid procedures, i.e., measures that actually measure what they purport to measure, must be utilized by libraries to adequately evaluate their services; (2) libraries should be most concerned with measuring their ultimate product, performance or effectiveness, based on user data such as satisfaction; (3) a real need exists for libraries to be accountable for the effectiveness of their services; and (4) user-oriented performance measures provide a valid evaluation technique. (A 181-item reference list concludes the document.) (CGD)

ED 290 499
IR 052 271

Coleman, Kathleen

Shelving Manual for Student Assistants in the General Reference Division, San Diego State University Library.

PUB DATE- Jan 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Classification; Government Publications; Higher Education; *Job Training; Nonprint Media; *Programed Instructional Materials; *Reference Services; Study Guides
IDENTIFIERS- San Diego State University CA; *Shelving Practices; *Student Assistants

Developed to provide a programmed instruction tutorial for student assistant shelvers in the General Reference Division at San Diego State University (SDSU) Library, this manual presents five teaching units: (1) an introduction to the resources and services available in General Reference, which includes reference materials for all fields in the social sciences, humanities, education, and business administration; (2) an overview of classification systems and description of those used at SDSU; (3) how to reshelve materials according to the Library of Congress classification; (4) locations of materials in General Reference; and (5) recognizing and returning materials to other divisions of the library. Correct answers for unit questions are provided at the end of each unit.

(CGD)

ED 290 500
IR 052 272

MacVean, Donald S.
Use of ERIC Materials by Certified School Personnel in Three Educational Service Regions in West Central Illinois.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Databases; Educational Practices; Indexes; Information Seeking; *Information Utilization; *Librarians; Online Searching; *Public School Teachers; Questionnaires; *School Personnel; School Surveys; Use Studies
IDENTIFIERS- *ERIC; *Illinois

Designed to determine to what extent the Educational Resources Information Center (ERIC) products and services are utilized by certified school personnel, this study found that, on the average, 25.1% of the teachers, librarians, counselors, and administrators in three educational service regions in west central Illinois have used Resources in Education, Current Index to Journals in Education, computer searching, and/or ERIC documents. A questionnaire was sent to 2,157 individuals, and the data are based on the 702 usable responses received (a return rate of 33%). Analyses of the data also indicated that: (1) most of the use occurred while respondents were graduate students; (2) respondents used ERIC materials to improve educational practices and for personal research; (3) when job assignment was related to use of ERIC, counselors, administrators, and librarians reported a higher percentage of use than classroom teachers; (4) years of service were generally inversely related to the use of ERIC products; and (5) with one exception, the higher the degree held, the more the individual had used ERIC and performed online database searching. A brief review of the related literature provides additional insight into the degree to which ERIC is used and recognized among school personnel, and some ways to increase awareness of ERIC among school personnel are suggested. A copy of the questionnaire is appended and nine references are listed. (CGD)

ED 290 501
IR 052 274

Townley, Charles T.
Developing Relationships between Academic Libraries and the State

Library of Pennsylvania. A Report of Research with Recommendations.
PUB DATE- Aug 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Advocacy; Communications; Higher Education; Information Networks; Library Surveys; *Needs Assessment; Preservation; Questionnaires; *Shared Library Resources; *State Libraries; Technological Advancement; Telecommunications; Two Year Colleges
IDENTIFIERS- *Pennsylvania

The Pennsylvania State Library's Office of Resource Sharing and Academic Libraries conducted a survey in 1986 to assess the needs of academic libraries in the state. Data were gathered via a questionnaire that was mailed to directors of 180 libraries at Pennsylvania postsecondary institutions offering at least a two-year degree. Usable responses were received from 82 directors for a 45.5% rate of return. A number of unmet needs were identified, including the needs for: (1) advocacy of academic library needs; (2) linked systems protocols; (3) telecommunications; (4) new technologies; and (5) preservation. Four focus groups of selected academic librarians then met to define and interpret survey results and formulate suggestions for ways in which the state library might deal with the unmet needs. These groups recommended that the office: (1) develop advocacy for academic libraries within state government and in the academic community; (2) develop a strong communications program; (3) provide leadership in statewide linked systems, telecommunications, and preservation initiatives; and (4) provide consultant assistance on local integrated systems, communications, new technologies, and preservation. Three tables present data on tests for difference between population and respondents; 13 high need priorities; and 13 unsatisfied need priorities. The questionnaire is appended together with marginal data, and 17 references/notes are provided. (CGD)

ED 290 502
JC 870 497

Six Year Longitudinal Study: Vocational Education Students. Phase 2: First Year Follow-Up. Final Report.
Portland Community Coll., OR. Research and Planning Dept.
PUB DATE- Jun 87
NOTE- 104p.; Some pages contain light broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; *Employment Patterns; Followup Studies; High Schools; *Participant Satisfaction; Questionnaires; Salaries; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *Oregon

Portland Community College (PCC) in Oregon participated in a statewide study of community college and high school vocational education. The first phase of the project involved collecting baseline data from community college students in vocational programs and from high school vocational education seniors in spring 1985. In spring 1986, the second phase, a first-year follow-up study, was undertaken. At PCC, questionnaires were distributed to 1,132 vocational and 200 non-vocational students identified as completers (graduates and near graduates) in spring 1985, along with 349 vocational and 571 non-vocational students identified as leavers (full-time students in fall 1984 who did not re-enroll during the next four terms). Study findings, based on a 19% response rate, included the following: (1) just as in phase one, instruction was the highest rated college feature, while counseling center advising was the lowest rated; (2) as in the first survey, respondents rated their preparation in technical knowledge and hands-on skills highest, while speaking and reading skills were rated lowest; (3) vocational completers had the largest percentage of persons working, while non-vocational completers had the lowest percentage; (4) employment rates for women and single heads of household matched that of the respondent group as a whole, while employment rates for displaced homemakers and dislocated workers were lower; and (5) PCC accounted for 73% of the respondents to the statewide study. The study report includes the second-phase questionnaire, data summaries, an executive summary, student responses to open-ended questions, and demographic data. (EJV)

DOCUMENT RESUME

ED 290 503
JC 880 003

Woodward, Brenda Hoover
An Analysis and Projection of Secretarial Responsibilities in 1987 and 1997 in the Area Served by Iowa Valley Community College District according to Secretaries and Supervisors.
PUB DATE- 87
NOTE- 167p.; Master's Thesis, Iowa State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Skills; *Clerical Occupations; Community Surveys; Educational Needs; Employment Projections; Futures (of Society); Industry; *Job Skills; *Occupational Information; Occupational Surveys; Questionnaires; *Secretaries; Skill Obsolescence; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Iowa Valley Community College District

In 1987, a study was conducted within the Iowa Valley Community College District (IVCCD) to identify the responsibilities of secretaries at the time of the study and to project what their responsibilities would be in 10 years. The supervisor and the secretary at 864 businesses in the IVCCD were surveyed to determine their perceptions of the current and future importance of a series of general and equipment-related responsibilities and academic subjects to the position of secretary. Usable responses were returned by 19.4% of the secretaries and 18% of the supervisors. Study findings included the following: (1) 46.4% of the respondents felt that secretarial positions would change significantly over the next 10 years due to technology; (2) over 60% of the respondents indicated that more responsibilities and subjects would be "very important" for secretaries in 1997 than in 1987; (3) over 50% of the respondents felt that handling telephone duties, typing with accuracy, meeting the public, organizing and using a file system, organizing and prioritizing work and handling mail tasks were "very important" responsibilities for secretaries in 1987; (4) over 50% of the respondents felt that using voice mail, using a micrographics filing system, using electronic calendaring and mail were "not applicable" job responsibilities for 1987; and (5) only one subject (medical secretarial procedures) and one responsibility (taking and transcribing shorthand) were expected to be "not applicable" job responsibilities for secretaries in 1997. The survey instrument is appended. (UCM)

ED 290 504
JC 880 018

Planning for the 80s and Beyond.
De Anza Coll., Cupertino, Calif.

PUB DATE- Jul 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Demography; *Economic Development; *Educational Finance; *Educational Needs; Educational Technology; *Futures (of Society); Governance; Policy Formation; Program Effectiveness; Program Evaluation; Self Evaluation (Groups); *Social Change; Two Year Colleges

Designed as a guide for policy formation, program development, and resource allocation, this report identifies and evaluates future trends and their implications for California's De Anza College (DAC). Section 1 contains introductory information on the purposes, processes, and components of institutional planning at DAC. Section 2 assesses the current state of the college, summarizing the results of the college's self-evaluation based on the following "critical success factors": attractiveness to students, transfer rates and post-transfer academic success, job placement, persistence rates, staff productivity, program expenditures, faculty salaries, purposeful innovation in instruction and student services, fiscal soundness, and reputation. This section also describes program assessment at DAC, reviews physical plant needs, and offers conclusions about DAC's strengths and weaknesses. Section 3 presents seven planning premises, with supporting data and discussions of implications: (1) demographic trends towards increasing diversification in age, ethnicity, and lifestyle; (2) rapid changes in technology, the economy, lifestyles and values; (3) effects of the knowledge explosion on the college and the local economy; (4) the impact of new educational technology on instructional delivery systems and administration; (5) increasing competition and cooperation; (6) enhancement of fiscal resources; and (7) the tension between state and local control. The final sections focus on new and renewed strategies for the 1980s and beyond, and the challenge of changing plans into reality. (EJV)

ED 290 505
JC 880 019

Rowell, David; Smith, Linda
Community College Business and Technical Aid. Memorandum Report to the Legislature.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- 30 Apr 87
NOTE- 17p.; Document printed on light orange colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Business Education; Community Colleges; *Educational Finance; Equipment; *Financial Support; Program Costs; Program Improvement; *Resource Allocation; *State Aid; State Surveys; *Technical Education; Two Year Colleges
IDENTIFIERS- Equipment Needs; *New York; Supplemental Income

A study was conducted of nine State University of New York (SUNY) and three City University of New York (CUNY) community colleges to determine the impact of supplemental financial aid on the operation and financing of community college business and technical degree programs. The study sought to assess the extent and reasons for business and technical program changes; review how community colleges have accounted for and updated instructional equipment for these programs; analyze 1985-86 staffing and equipment costs; and describe funding sources available for maintaining business and technical programs. Study findings included the following: (1) supplemental aid constituted 2% of CUNY and SUNY community college 1985-86 operating costs; (2) student demand, college planning, private firms' views, faculty demand and interest, and supplemental aid were the five most important factors influencing changes in business and technical programs at the sample colleges; (3) beyond a general need to update computer capability for technical programs, community college staff listed health services, computer-aided drafting, robotics, laser and fiber optics, and telecommunications programs as those most needing equipment updates; (4) community college staff stated that the availability of adequate revenues was a more significant factor in instructional equipment replacement than in program changes; and (5) business and technical programs had a significantly higher share of major instructional equipment per 1985-86 credit hour than other programs at the sample colleges. (EJV)

ED 290 506
JC 880 020

Richter, Winston Boos, Jr.; Wahl, John C., Ed.
Economic Development and the American Community College.
Florida Univ., Gainesville. Inst. of Higher Education.

PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Environment; *College Role; *Community Colleges; *Community Surveys; *Economic Development; *Economic Factors; *Employer Attitudes; Institutional Mission; Job Training; Labor Force Development; Questionnaires; Research Methodology; School Business Relationship; Self Evaluation (Groups); Two Year Colleges

This two-part report describes a study conducted to investigate the relationship between the community college and its economic environment. Section I provides an introduction to the debate on community college mission, outlines the theoretical framework of the study, reviews the characteristics of the community colleges' economic environment, and describes four types of economic development activities currently being undertaken by community colleges: conventional occupational programs; linkages with such community organizations as firms, unions, professional organizations, and noncollegiate training programs; state-sponsored economic development programs; and international trade education. This section also describes the purposes and methods of a pilot research project conducted to determine a single institution's mission through a formal investigation of its environment. The pilot study was conducted at Miami-Dade Community College (Florida) using a survey instrument mailed to members of the business community who were selected on the basis of their broad knowledge of economic conditions, their prior association with the college, and their standing within the community. This "expert jury" was asked to rank the importance of 31 college functions and to indicate whether those functions should be supported with tax funds. Section II presents the findings of the research project. An extensive bibliography and the survey instrument are included. (EJV)

ED 290 507
JC 880 021

Farland, Ronnald; Nussbaum, Thomas J.

Revisions to Regulations Strengthening the Associate Degree.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 88
NOTE- 15p.; Discussed as agenda item 1 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988). The appendix is printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Associate Degrees; *College Credits; Community Colleges; Course Evaluation; *Credit Courses; *Degree Requirements; Educational Legislation; *Noncredit Courses; State Legislation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In May 1985 and again in September 1986, the Board of Governors of the California Community Colleges adopted Title 5 regulations strengthening the associate degree by establishing two distinct sets of standards which establish whether or not individual courses may be applied for credit to the associate degree. Along with a brief history of the origins of these regulations, this report presents existing regulatory language, regulatory language adopted in 1986, and proposed changes and additions to the 1986 regulations. The changes present new standards and criteria for associate degree credit courses, non-degree credit courses, and non-credit courses. Standards are outlined in such areas as grading policy, units, intensity with which the course treats the subject matter, entrance requirements, basic skills requirements, college-level difficulty, college-level demand for learning and vocabulary skills, and conduct of the course. A section on types of courses appropriate to the associate degree is also included. The expired text of the regulations is appended. (EJV)

ED 290 508
JC 880 022

Farland, Ronnald; Anderson, Connie
High School Articulation.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 88
NOTE- 37p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988). The majority of the document is printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College Preparation; *College School Cooperation; Community Colleges; Cooperative Programs; High Schools; Liberal Arts; Program Descriptions; State Surveys; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

An overview is provided of articulation activities between the community colleges and secondary schools of California. Part I reviews the progress made in the implementation of: (1) articulated "2 + 2" vocational education projects; (2) the community colleges' provision of academic performance reports to high schools on their graduates; (3) efforts to secure funding for the articulation project; (4) a study to assess the nature and extent of high school/community college efforts statewide; (5) actions by the Academic Senate of the California Community Colleges including the development of a list of competencies expected of entering college freshmen, a curriculum consultants project, and a statement on college preparation for high school students; and (6) various state legislation packages. Part II summarizes the results of the study of high school articulation, revealing that over 65 colleges reported course or program articulation in occupational education, 38 colleges reported some articulation of coursework in the liberal arts, and 101 colleges indicated some form of outreach activities with high schools. Part III presents six recommendations for the Chancellor's Office and the community colleges to further improve articulation. Appendixes include a list of the Articulated 2 + 2 Vocational Education Projects, a more detailed summary of findings from the survey of current articulation efforts, and a draft of the brochure for high school students on community college preparation. (EJV)

ED 290 509
JC 880 023

Farland, Ronnald; Anderson, Connie
Articulation with Four-Year Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 88
NOTE- 16p.; Discussed as agenda item 4 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988). Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Cooperative Programs; *Intercollegiate Cooperation; Postsecondary Education; State Colleges; State Surveys; State Universities; *Statewide Planning; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *California

Recent articulation activities between the California community colleges and four-year colleges are summarized, and recommendations for a 1988-89 plan of action for continued improvement are presented. Part I discusses progress made by the Office of the Chancellor of the California Community Colleges in implementing a 1986-87 articulation action plan. Brief descriptive summaries are provided of regional conferences for articulation officers, joint projects with the California State University (CSU), development of a general education transfer curriculum, efforts to implement the California Articulation Number (CAN) Project (an intersegmentally funded, statewide, cross-referenced number system designed to assist students in determining what community college classes can be taken to fulfill course requirements at four-year colleges), 2+2+2 projects (articulated programs of study which include 2 years of high school study, 2 years of community college work, and 2 years at a four-year college), and the formation of the Intersegmental Coordinating Council's Committee on Transfer and Articulation. Part II looks at other statewide activities, including new CSU transfer admission requirements and Project ASSIST, an on-line microcomputer-supported course planning system). Part III presents recommendations for the local community college districts and the Chancellor's Office. Recommendations from the regional articulation conferences and a detailed discussion of the role and responsibilities of an articulation officer are appended. (EJV)

ED 290 510
JC 880 036

Williamsport Area Community College Long Range Planning: The Long Range Plan, Update 1987.

Williamsport Area Community Coll., Pa.
PUB DATE- Jun 87
NOTE- 325p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; College Planning; College

Programs; College Role; Community Colleges; *Educational Assessment; *Institutional Mission; *Long Range Planning; *Organizational Objectives; Prediction; Resource Allocation; Two Year Colleges

This update to Williamsport Area Community College's (WACC's) 1984-89 long-range plan offers a status report on each of the plan's 78 objectives, reassigns responsibility for specific objectives to make the plan responsive to the current organizational structure of the college, and offers 11 new objectives for the 1986-87 academic year. After chapter I presents background information on the planning process at WACC, chapters II and III discuss selected conditions, trends, and predictions affecting planning. Chapter II looks at factors affecting planning in 1984 (i.e., economy, state legislation, regional and local developments, internal factors and performance measures, programs, enrollment projections, and operating costs), while chapter III examines these and other factors as they affect planning in 1987 (e.g., population and labor force characteristics, and resource development). Chapter IV considers the philosophy, mission, and goals of WACC. Finally, chapter V presents institutional and organizational objectives and action plans, reviewing progress made between 1984 and 1986 in the following areas: vocational technical education, general education, developmental education, lifelong education, counseling and advising, effective management, accessibility and student services, staff development, intellectual orientation, student personal development, college community, instruction, resources, and physical plant. (EJV)

ED 290 511
JC 880 038

Durnovo, Maya
Emerging Characteristics of Women Administrators in Texas Community/Junior Colleges.
PUB DATE- 14 Jan 88
NOTE- 17p.; Paper presented at the International Conference for Women in Higher Education (El Paso, TX, January 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Qualifications; Administrators; *Career Development; College Administration; *Community Colleges; *Employment Patterns; Females; *Occupational Mobility; State Surveys; Two Year Colleges
IDENTIFIERS- *Texas; *Women Administrators

A study was conducted to examine the characteristics of women administrators in Texas public community colleges. Specifically, the study examined what positions women administrators occupied at what institutions; their educational, professional, and personal background; career mobility issues; the significance of mentoring; the differences among qualifications, mobility, mentoring, age, and marital status according to administrative rank; and the factors that contributed to their success. Questionnaires were mailed to all women administrators at the state's two-year colleges from the level of coordinator to chancellor (N=294). Study findings, based on a 80% response rate, included the following: (1) women administrators functioned at every level except chancellor, with 50% serving as directors; (2) the majority of the 49 Texas community colleges employed--on the average--between one to five women administrators; (3) 53.8% of the respondents held a master's degree as their highest degree; (4) 53.4% of the respondents were the "founding" administrators for at least one of the positions they had held; (5) 47% were clustered in the student services track, 18.1% were in academic affairs positions, and 17.5% were in administration; (6) only 16 of the 212 respondents had worked in more than one Texas community college; (7) 57% indicated that they had a mentor in their career in higher education administration; and (8) personal contacts were the best source of information about new positions. (UCM)

ED 290 512
JC 880 039

Kaliszeski, Michael S.
Clark's "Cooling Out" Concept as a Factor in Student Completion of Community College Programs.
PUB DATE- 88
NOTE- 15p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Career Counseling; Community Colleges; Comparative Analysis; *Counseling Objectives; *Dropouts; *Educational Counseling; Family Characteristics; Females; Graduation; *Majors (Students); Males; Minority Groups; *Student Characteristics; Student Educational Objectives; Two Year Colleges

A study was conducted to determine whether there were significant differences in the characteristics of students who followed the "cooling out" process and those who did not. The "cooling out" process was defined as a set of counseling strategies designed to assist students with unrealistic aspirations in selecting alternative career goals which would be more in line with their abilities. For this study, "cooling out" encompassed pre-entrance placement testing and/or advising, mandatory or voluntary placement into one or more remedial courses, placement on academic warning and/or probation, and complete withdrawal from the institution or changing initial major to an alternative program which is perceived as being less rigorous and/or associated with less status. The study sample was drawn from one urban and one rural community college in Florida. From master lists of students whose last term of enrollment was fall 1984, 100 dropouts and 100 college graduates were selected. Data from academic transcripts were supplemented by additional information obtained from telephone interviews. Study findings included the following: (1) there was a statistically significant relationship between students' graduation status and the "cooling out" process; (2) the "cooling out" process appeared to be linked to dropping out regardless of race, gender, or father's occupation; (3) the relationship between race and the "cooling out" process was statistically significant; and (4) gender and father's occupations were not statistically related to the "cooling out" process. (EJV)

ED 290 513
JC 880 040

Kansas Community Colleges' Class of 1987: Five Year Longitudinal Study. Two-Year Interim Report.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
SPONS. AGENCY- Kansas Council of Community Coll. Presidents.
PUB DATE- Oct 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Longitudinal Studies; Minority Groups; Occupational Aspiration; *Participant Satisfaction; Questionnaires; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Student Flow

A study was conducted to document the academic and career progress of representative groups of students in all 19 Kansas community colleges from first college entry to experiences after leaving college. In fall 1985, each college randomly selected 50 to 100 representative first-time, full-time freshmen who agreed in writing to complete an initial survey and have their progress toward their educational and career goals monitored over the next 5 years through spring and fall surveys. Study findings for the first 2 years of the study included the following: (1) less than 7% of the respondents expressed dissatisfaction with their overall comunity college experiences at the end of either the first or the second year; (2) less than 5% left college after just one semester, with financial problems being the reason most often cited; (3) over 33% of the respondents to the spring 1987 survey intended to complete an educational program by the end of that semester, with 90% of those expecting to earn an associate degree; (4) slightly more than 12% had transferred to another college by fall 1986; (5) nearly half changed from full- to part-time enrollment status; (6) after 2 years of college, nearly 15% reported earning mostly A's, compared to less than 10% earning mostly A's in high school; and (7) nearly 60% of the fall 1985 respondents were receiving financial aid. Copies of the participant agreement form, the categories utilized for designation of college majors and career preferences, and each of the four surveys administered thus far are appended. (EJV)

ED 290 514
JC 880 041

Course Selection and Decision Making at Johnson County Community College.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Dec 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Courses; *Course Selection (Students); *Decision Making; Degree Requirements; Questionnaires; *Required Courses; School Schedules; School Surveys; *Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students

In spring 1987, a study was conducted at Johnson County Community College (JCCC) to ascertain student preferences for courses which fulfilled a set of new degree requirements and to develop a broader understanding of factors affecting class selection decisions. A representative sample of JCCC students attending 32 classes was surveyed in class during the last week of March 1987. Study findings, based on responses from 541 completed surveys, included the following: (1) scheduling decisions were not influenced by registration method (e.g., walk-in, telephone, or late registration); (2) academic requirements were the most important factors in overall course selection; (3) "time of day class meets" was considered a major influence in selecting a particular class section by 90% of the respondents; (4) less than 30% of the respondents indicated that their enrollment decisions were influenced by the instructor assigned to teach a course; (5) of students who indicated a preference, 72.7% preferred male instructors to female instructors, 66.7% perferred younger to older instructors, 78.5% preferred experienced to new teachers, 83.9% preferred full-time to part-time teachers, and 88.6% preferred informal to formal teaching styles; (6) factors affecting the course selection decisions of students seeking degrees were similar to those affecting all students; and (7) dislike of instructor, scheduling conflicts, and bad grades were the primary reasons for dropping classes. The survey instrument is appended. (EJV)

ED 290 515
JC 880 042

Perceptions of Johnson County Community College by Residents of Johnson County. "JCCC's Public Image."

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Jul 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Role; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; Information Sources; *Public Opinion; *School Community Relationship; Two Year Colleges

In April 1987, a telephone survey was conducted by Johnson County (Kansas) Community College (JCCC) to assess the opinions and perceptions of county residents concerning the college. A stratified sample of Johnson County adults was contacted, resulting in 818 completed and 5 partially completed interviews. An additional 168 respondents indicated that they were not familiar enough with JCCC to participate in the study. Study findings included the following: (1) nearly 90% of the respondents felt that JCCC was a source of community pride; (2) nearly 80% rated JCCC "excellent" or "good" in terms of their expectations of institutions of higher learning; (3) nearly 75% agreed that JCCC provides good value for the money for both students and taxpayers; (4) between 85% and 99% who had an opinion indicated that each of JCCC's 12 missions was important; (5) between 84% and 95% indicated that JCCC was doing a good job of carrying out those missions; (6) about 75% felt that JCCC was a good place to build a central library and a cultural arts center to serve county residents; (7) nearly 66% felt that JCCC should be controlled by a locally elected board of trustees; and (8) less than half of the respondents were aware of 3 of JCCC's 12 missions. (EJV)

ED 290 516
JC 880 057

Hines, Edward, Ed.; And Others
Grapevine: The Community College Issues, 1977-1988.
Illinois State Univ., Normal. Center for Higher Education.
PUB DATE- 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; *Educational Trends; *Financial Support; *Full State Funding; National Surveys; Postsecondary Education; Public Colleges; *State Aid; State Colleges; State Legislation; *Tax Allocation; Two Year Colleges

"Grapevine" presents timely data on state tax legislation, state appropriations for universities, colleges, and junior colleges, and legislation affecting education beyond the high school. This compilation presents issues of "Grapevine," published between 1977 and 1988, containing such articles on community colleges as: (1) "State 2-Year Colleges in 17 States Get $551 Million of State Tax Funds for Operating Expenses, Fiscal 1978"; (2) "State Tax Funds Appropriated in Aid of Operating Expenses of Local Public Community Colleges in 27 States, for Fiscal Year 1978-79"; (3) "Appropriations of State Tax Funds for Operating Expenses of State Community-Junior Colleges in 18 States, for Fiscal Year 1978-79"; (4) "The Community College Segment of U.S. Higher Education"; (5) "Eighteen States Appropriate $760 Million for State Community Colleges, for Two-Year Gain of 24%"; (6) "Appropriations of State Tax Funds in Aid of Local Public Community Colleges Totals over $2.5 Billion"; (7) "Public Two-Year Colleges in 44 States Get $3.7 Billion of State Tax Funds for Annual Operating Expenses in Fiscal 1982," including $834 million for state community-junior colleges and $2.9 billion for local public state-aided community colleges; (8) "Public Two-Year Colleges in the Nationwide Scene"; (9) "How Fare the Two-Year Community Colleges?"; (10) "How Fare the Two-Year Community Colleges in 1985?"; (11) "Community Colleges in 43 States Receive over $4.7 Billion of State Tax Funds for Operating Expenses in Fiscal Year 1986"; (12) "State Tax Funds Appropriated for Community Colleges"; and (13) "Appropriations of State Tax Funds to State-Aided Public Community/Junior Colleges for Operating Expenses, Fiscal Year 1988." The issues also include data on state appropriations for four-year institutions, analyses of higher education enrollments and funding in selected states, and higher education participation rates. (EJV)

DOCUMENT RESUME

ED 290 517
JC 880 058

Report of Child Care Services at Washington Community Colleges.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Child Caregivers; Community Colleges; *Day Care; *Day Care Centers; Fees; Needs Assessment; State Surveys; Student Financial Aid; Student Needs; Two Year Colleges
IDENTIFIERS- *Washington

In 1987, the Washington State Board for Community College Education conducted a survey of institutionally related child care facilities and services. A campus child care survey was distributed to and returned by all 27 community colleges. Study findings included the following: (1) 20 colleges offered child care services and 3 provided subsidies to individual students through a voucher system; (2) about 1,800 children were served by the 20 college programs, with over half of the children enrolled in the child care program for less than seven hours per day; (3) 5% of those served were children of faculty and staff; (4) only one program accepted children under 1 year of age and eight served children between 1 and 2 and one-half years of age; (5) programs were staffed with a combination of full- and part-time staff, including student interns, college work study students, and parent volunteers; (6) all centers charged fees to parent users, with most using a sliding scale; (7) the centers were significantly affected by the implementation of the state employee comparable worth settlement in spring 1986; (8) 15 centers offered a parent education component with child care; and (9) four of the seven community colleges without child care facilities conducted assessments which established the need for and interest in such facilities. Recommendations, survey instruments, and relevant legislation are included with the report. (UCM)

ED 290 518
JC 880 061

Report of the State Council of Higher Education/Virginia Community College System Joint Task Force on Remediation.

Virginia State Board for Community Colleges, Richmond.; Virginia State Council of Higher Education, Richmond.
PUB DATE- 6 Jan 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; College Credits; College Role; Colleges; Community Colleges; Educational Assessment; Educational Change; *Evaluation Methods; Mathematics Skills; *Minimum Competencies; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Reading Skills; *Remedial Programs; State Surveys; Student Evaluation; Two Year Colleges; Universities; Writing Skills
IDENTIFIERS- *Virginia

In January 1986, the Virginia State Board for Community Colleges and the State Council of Higher Education undertook a joint study of postsecondary remedial education. The purposes of the study were to: (1) define the minimum levels of competence required of a student wishing to do college-level work for degree credit; (2) develop methods and criteria for assessing how much students are learning in remedial programs and how successful they are in degree credit work after remediation is complete; and (3) propose procedures by which even more of the remedial work done in the Virginia system of higher education can be undertaken by the community colleges. The study report is divided into sections addressing these three purposes. Section 1 considers minimum competency levels in terms of mandatory student assessment; establishes minimum levels of competence in writing, reading, mathematics; and discusses levels of instruction, options for assessment procedures, enrollment in remedial and other courses, enrollment limits, and class size. Section 2 offers recommendations for assessing the effectiveness of remediation in terms of student learning and student success in degree-credit work. Section 3 proposes procedures whereby the community college system can take on more of the remedial work provided in Virginia higher education. (EJV)

ED 290 519
JC 880 065

Fall 1987 Salary Survey Report for the Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; *Fringe Benefits; *Salaries; School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on the 1987 salaries and benefits of faculty, staff, and administrators employed in the Illnois public community college system is presented in this report. After introductory material provides a summary overview of the report, statewide and institutional data are given on fiscal year (FY) 1988 contractual base salaries for 9- and 12-month full-time faculty; FY88 part-time faculty salary rates per course credit hour and full-time faculty overload and summer term salary rates; FY88 schedule-based salaries for full-time faculty members with a master's degree; institutional policies related to faculty salaries and contracts; FY88 contractual base salaries for 9- and 12-month non-teaching professional staff; FY88 contractual base salaries for administrative staff; salaries paid to selected administrators; monthly classified staff salaries; low, high, and average monthly salaries for specified classified staff; comparison of monthly FY87 salaries of community college classified personnel with university civil service salaries; FY87 fringe benefits for full-time employees; and FY88 weighted mean percentage salary increases. Selected findings include the following: (1) the median FY88 contractual base salary for faculty with 9-month contracts was $32,008, while that for faculty with 12-month contracts was $28,898; (2) part-time faculty salary rates averaged $292 per course semester hour; and (3) the average salary for district chief executive officers was $70,570. (EJV)

ED 290 520
JC 880 066

Fiscal Year 1987 Program Review Summary Report.
Illinois Community Coll. Board, Springfield.

PUB DATE- Dec 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Programs; Community Colleges; *Evaluation Methods; Models; *Program Evaluation; *Program Termination; *Self Evaluation (Groups); State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Illinois

In fiscal year 1984, the Illinois Community College Board initiated a statewide program review and evaluation process, through which each of the Illinois public community colleges has implemented a review process to evaluate both instructional programs and student/academic support services. Each college designed a program review process to serve its own needs. Eight colleges have established "a screening model," which begins with an annual screening of statistical data available on all instructional programs. Based on these data, individual programs are selected for either a more focused review of a particular problem or a comprehensive review. A "proportional model" is used by 33 colleges. This model involves the pre-selection of approximately 20% of the college's programs for comprehensive review each year. The individual units selected for evaluation conduct a detailed self-study, which is then reviewed and verified by a college-wide committee or an external review team. Four colleges have established a "divisional model," a process which is similar to the proportional model in that the process begins with a self-study and culminates in college-level action; but rather than pre-selecting 20% of the programs for review, the college selects a particular organizational division for review each year. Thus, the number of programs reviewed may differ substantially from year to year. A "combination model," which integrates aspects of the "screening" and "proportional" models, is used by five colleges. During fiscal year 1987, 1,556 instructional programs and 127 student and academic support services programs were reviewed. As a result, 39 programs (3%) are being withdrawn or phased out, and 101 (6%) have been rescheduled for further review. (EJV)

ED 290 521
JC 880 069

Fiscal Year 1987 Economic Development Grant Report.
Illinois Community Coll. Board, Springfield.

SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Business Education; *Community Colleges; Cooperative Programs; *Economic Development; *Employment Programs; Entrepreneurship; Grants; Program Descriptions; *School Business Relationship; Small Businesses; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois

A profile is provided of Illinois community college business centers and the activities they conducted under fiscal year 1987's $3,730,376 economic development allocation. First, highlights of the year's accomplishments are presented, indicating that: (1) community colleges provided customized job training for 1,395 companies through 1,954 courses, serving 37,227 employees; (2) over 30,000 potential and existing business people were served through entrepreneurship training and services; (3) over 3,200 businesses were assisted in seeking federal contracts, yielding over $66 million in contracts; (4) nearly 23,000 persons received employment training to improve their job skills and assist them in seeking employment; (5) 14 community colleges were involved in helping to establish or operate small business incubators; and (6) most districts were involved in industrial retention, expansion, and attraction efforts which contributed to the retention of 43 firms and the start-up or expansion of 124 firms. Next, background information is presented on the community colleges' involvement in economic development. The next sections provide data on economic development grant use by activity; jobs created or retained with the assistance of community colleges; and other funds budgeted for economic development. The primary economic development activities undertaken by the colleges are then discussed, including industrial attraction, retention and expansion; customized job training; entrepreneurship training; contract procurement; small business incubators; and services for unemployed or underemployed people. (UCM)

ED 290 522
JC 880 072

Bauer, Paul F.
A Study of Some of America's Leading Community Colleges: A Sabbatical Report.
PUB DATE- 30 Jun 87
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; *College Role; Community Colleges; *Educational Quality; Faculty College Relationship; Faculty Development; *Remedial Instruction; School Holding Power; Student Recruitment; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Cecil Community College MD

A sabbatical project was undertaken to determine the major issues facing community colleges and to determine the status of Cecil Community College (Maryland) relative to some of the leading community colleges in the eastern United States. The project consisted of 1- to 2-day visits to 12 colleges in addition to a review of relevant literature. Part I of the project report provides an introduction to major problems facing community colleges, reviewing the history of the two-year college movement and highlighting conflicts related to open access, developmental education, continuing education, the aging faculty, funding, and the social role of community colleges. Part II outlines the purpose of the study and offers 23 general observations based on institutional visits. After part III reviews the literature on concerns of and about community college faculty, part IV makes a number of observations and suggestions for addressing these concerns. The issues addressed include relations between faculty and administrators, the stagnation and revitalization of faculty, and faculty loyalties to discipline vs. college. Part V offers a literature review on developmental education, while part VI presents observations and suggestions on developmental education, retention, and marketing. The final sections present concluding remarks and an extensive bibliography. (UCM)

ED 290 523
JC 880 073

CAS Works!

McBride, Roberta J.; Perina, Susan

PUB DATE- 19 May 87
NOTE- 21p.; Paper presented at the National Conference on Teaching Excellence (Austin, TX, May 17-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *College Administration; *College Governing Councils; Community Colleges; Faculty College Relationship; *Participative Decision Making; Policy Formation; Power Structure; Two Year Colleges
IDENTIFIERS- *Metro Community College NE

In 1981, at the suggestion of the college president, Metro Community College (MCC) instituted a College Advisory System (CAS) to replace its cumbersome structure of 17 standing committees and numerous ad hoc committees. CAS is a voluntary, action-oriented, entirely open system, allowing for input from all sectors of the college community. It is not controlled by the administration, but rather is composed of a steering panel and four subcommittees for business and personnel matters, the college's future, student services, and teaching and curriculum. All constituencies (i.e., faculty; students; and administrative, professional, and classified staff) of the college are represented on the appropriate committees. The steering panel meets once a month to review, discuss, and determine appropriate action for proposals received during the month. Proposals are submitted on simple forms requiring the initiator to state his/her idea, concern, etc.; indicate what brought about the request; suggest a solution; and provide supporting materials. Proposals that affect many individuals and/or areas are channeled to one or more of the four committees for further discussion, and then forwarded to the appropriate vice president for input and implementation. "Housekeeping" proposals on clear-cut issues are submitted directly to an administrator. Efforts are made to complete all action on submitted proposals within 20 working days. As an advisory system, CAS can make recommendations for change, but it remains the task of management to make the final decision and implement the idea. The college community is kept informed of proposals submitted to CAS through a weekly publication. The keys to CAS's success are credibility, communication, and commitment. (UCM)

ED 290 524
JC 880 074

Kirkbride, Eunice B.; And Others
Articulation: A Strategy for Wooing High School Students while Meeting the Needs of Society.

PUB DATE- Nov 86
NOTE- 23p.; Papers presented at the Annual Conference of the Virginia State Council for Higher Education in Virginia (Norfolk, VA, November 6-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College School Cooperation; Community Colleges; High Schools; *High School Students; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Virginia

These three papers address various aspects of community college/high school articulation in Virginia. First, Eunice B. Kirkbride's paper, "Articulation in Northern Virginia," examines the process of smoothing the path from high school to community college by evaluating prior learning and eliminating the need to repeat previously learned material. Kirkbride outlines the goals of Northern Virginia Community College's articulation plan with the Fairfax County Public Schools; reviews progress on the implementation of these goals; and describes work undertaken through a Sears Partnership Development Fund grant to create a national model for articulation and cooperative education. Next, "The Articulation Process: Theory into Practice," by Jim Reynolds, examines ways of approaching the task of developing an articulation agreement, focusing on the membership, purpose, and role of the advisory/oversight committee and the "working committee" responsible for creating the agreement. Finally, "The Need for Articulation and the Benefits for the High School and Community College," by Betty Hinson, addresses the issues of why articulation efforts benefit the high schools, and what high schools can do to help implement articulation. (UCM)

ED 290 525
JC 880 075

Williamson, Mary Lynn
Student Services in the Community College.
PUB DATE- 87
NOTE- 16p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Educational History; Personnel Needs; Program Administration; *Student Development; *Student Personnel Services; Student Personnel Workers; Two Year Colleges

In order to more fully understand the student services function in the community college, this paper presents a historical overview of the community college movement and the emergence of the student services profession in the United States. A parallel is drawn between the community college mission and the student services profession. The paper examines several major community college documents, illustrating past problems and future challenges. Moving from a theoretical perspective to a practical one, the paper then discusses student personnel staffing needs and two possible organizational patterns for the fulfillment of the 11 major student affairs functions (i.e., articulation with secondary schools, orientation of new and prospective students, selection and admissions, registration and records, advisement and educational guidance, vocational advisement and information services, counseling, financial aid, work programs, student activities, and placement). (EJV)

ED 290 526
JC 880 080

Hall, Barbara Ann
A Model for External Demographic Analysis.
Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY- Southern California Community Coll. Institutional Research Association, Los Angeles.
PUB DATE- [88]
NOTE- 63p.; For related document, see JC 880 081.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Community Surveys; *Data Collection; *Demography; Educational Trends; *Enrollment Projections; Information Needs; *Information Sources; Models; *Research Design; Research Methodology; Trend Analysis; Two Year Colleges

A data-collection model is presented for the gathering of timely information on population demographic characteristics, as well as economic, educational, environmental, and social trends. First, the paper discusses the importance of anticipating internal and external changes and establishing priorities for resource allocation in the design of a college's future. Next, the data sources for the Mt. San Antonio College (California) external demographic model are identified: (1) directors of chambers of commerce, and redevelopment and human service agencies; (2) marketing information on potential student populations in the greater college service area; (3) college credit enrollment zip code analysis by sex, ethnicity, and age; (4) population and assessed valuation of community data from the California Department of Finance; and (5) a survey of city and county human services and recreation programs. The next section looks at the kinds of information other educational providers can offer, including data collected by each K-12 school district on the number of students at each grade level, the number of graduates, and ethnicity; annual mobility statistics; the number of postsecondary students and programs; and special projects data. Next, data sources for the college district and adjacent subregions are identified. The final section considers the trend files in the model, which are organized by local cities and national/state/local economic, educational, environmental, and social trends. Each section concludes with examples of the kinds of data discussed. (EJV)

ED 290 527
JC 880 081

Mt. San Antonio Community College Information Notebook; Volume Two, 1985.
Mount San Antonio Community Coll. District, Walnut, CA.
PUB DATE- 85
NOTE- 295p.; For related document, see JC 880 080.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *College Programs; Community Colleges; *Demography; Educational Finance; Educational Trends; *Enrollment; Enrollment Projections; *Institutional Characteristics; *School Personnel; School Statistics; Two Year Colleges; *Two Year College Students

This databook contains some of the basic information to be used in decision making and planning in the Mt. San Antonio College (MSAC) District. Part I focuses on the demographic characteristics of the district population, feeder school districts, and data from other educational providers. Part II presents statewide data on potential enrollment by age and minority composition, freshman admission eligibility comparisons, and ethnic group enrollment potential. Part III focuses specifically on MSAC students, looking at geographic distribution of MSAC credit enrollment, credit enrollment by zip code, sex, ethnicity, and age for spring, summer and fall 1985, and educational goal distributions. Instructional and supporting services and programs are examined in part IV, which includes a summary of instructional programs by division/department/support services, a comparison of retention between first census final count by department, grade distributions, MSAC adult education enrollment, and degrees/certificates/diplomas awarded. Part V includes data on MSAC staff, including personal characteristics, full-time certified staff in 5-year cohorts, and full-time classified and confidential staff in 5-year cohorts. Financial profiles of the college and the surrounding community are presented in part VI, while part VII features information on the college's physical plant. Finally, part VIII looks at economic and social trends that will affect educational planning. (EJV)

PS

ED 290 528
PS 016 507

The Effective Schools and Even Start Act. Hearing on H.R. 4463, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (April 17, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87

NOTE- 153p.; Serial No. 99-144. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9315 (Stock No. 552-070-01622-8, $4.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adult Reading Programs; *Educational Finance; *Educational Improvement; Elementary Secondary Education; *Federal Legislation; Hearings; *Literacy Education; *School Effectiveness; State Programs

IDENTIFIERS- Congress 99th; *Education Consolidation Improvement Act Chapter 2; Proposed Legislation

The Effective Schools and Even Start Act is a bill aiming to increase school effectiveness and to reduce adult illiteracy. This hearing report school effectiveness and to reduce adult illiteracy. This report presents the testimony of witnesses and includes materials which outline the extent to which various states are using state funds and Education Consolidation and Improvement Act (ECIA) chapter 2 funds to implement effective schools programs. Testimony concerns: (1) the Connecticut State Department of Education's School Effectiveness Project (the first state-wide attempt to improve school effectiveness through a systematic plan); (2) issues in funding school improvement programs; and (3) an effective after-school program at Public School 36 in Central Harlem, New York City. Supplemental materials provide: (1) Colorado's description of ECIA chapter 2; (2) a summary statement describing New York State's chapter 2 supported effective schools activities; (3) a summary of Illinois' ECIA chapter 2 program; (4) a brief description of one of Florida's ECIA chapter 2 programs; (5) Michigan State Board of Education's educational improvement plan, which delineates principles of school improvement, recommendations, and current and previous State Board of Education actions and directions regarding school improvement; (6) the second annual status report on Michigan's school improvement efforts; and (7) a summary of the Act. (RH)

ED 290 529
PS 016 763

Bridgeland, William M.; And Others
Report of Michigan State University Child-Care Survey.
PUB DATE- 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; *Employee Attitudes; Employer Supported Day Care; *Needs Assessment; School Age Day Care; State Universities; Statistical Surveys; Tables (Data)
IDENTIFIERS- *Michigan State University; Sick Child Care

A survey questionnaire aimed at taking a census and assessing the child care needs of Michigan State University employees was sent to all 8,293 full-time faculty and staff. Two dimensions of child care needs were assessed: (1) use/satisfaction; and (2) preference/needs. Demographic data were also obtained. Responses were received from 4,759 (57.4%) full-time employees. A total of 1,483 respondents identified themselves as the parent of at least one child 15 years of age or younger. Of this sample, 86% were satisfied or somewhat satisfied, while 52% were very satisfied with current child care arrangements. Fifty-six percent of the sample did not anticipate altering present arrangements in the next 24 months. Many respondents would like their pre-school children cared for on campus or at a center near campus. Finally, if the university were to become involved directly in providing child care assistance, twice as many respondents as not indicated their willingness to pay for each child care facility. Response data is presented in 21 tables. The questionnaire, cross tabulations of variables in both the demographic and attitudinal questions, and other relevant materials are included in the seven appendices. (PCB)

ED 290 530
PS 016 765

Saraswathi, T. S.; Dutta, Ranjana
Current Trends in Developmental Psychology: A Life Span Perspective.
PUB DATE- 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; *Developmental Psychology; Foreign Countries; *Individual Development; Research Methodology; Research Needs; *Socialization
IDENTIFIERS- *India; Life Span Development; *Research Trends; *Social Policy

Third in a series, this review examines progress made in research in developmental psychology, primarily in India, between 1976 and 1984. Focusing on physical, motor, and mental development, Section I discusses physical development and growth norms as well as factors influencing physical development. Section II, centering on cognitive, perceptual, and language development, discusses concept acquisition, the development of intelligence, creativity, perceptual development, language development, and learning and memory. Socialization and personality development are discussed in Section III, with particular attention given to the relation between child-rearing practices and selected personality variables, social motives, and problems of adjustment. Section IV covers child development research and social policy in terms of demographic, planning, and policy concerns, and programs and welfare services. Section V discusses conceptual and methodological issues. Section VI focuses on future directions for the discipline of developmental psychology. Included is a list of over 300 references to papers authored predominantly by Indian researchers. (RH)

DOCUMENT RESUME

ED 290 531
PS 016 823

Schwartz, Audrey James
Socialization to School: A Study of Low-Income and Minority Children in an Early Childhood Setting. Occasional Paper.
University of Southern California, Los Angeles. Inst. for Research in Educational Administration.
PUB DATE- May 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Cultural Interrelationships; Desegregation Effects; *Early Childhood Education; Hidden Curriculum; Integration Studies; Interpersonal Competence; Laboratory Schools; Low Income Groups; *Minority Group Children; Outcomes of Education; School Desegregation; *Socialization; *Student Adjustment; *Student School Relationship

This study is a description of the initial socialization of low-income children, aged 3 to 6 years, who were recruited by a middle- and upper-income elementary college-laboratory school. Data for this study were obtained through observations of 11 recruited children and their classmates during a 4-year period. These observations were supplemented by informal conversations, interviews, and school documents and files. It was found that although the school was perceived by the community as excellent, and had many fine qualities, the recruited children were adversely affected by other qualities. The school's pedagogy gave little attention to social outcomes such as cross-cultural and interracial understanding; the assimilationist ideology of the school excluded pluralistic curricula; and the "color-blind" universalism accepted in the school obscured the need for "affirmative" treatment of some children. It is concluded that the optimum programs for desegregated early childhood education are traditional, developmentally oriented ones in which: (1) schooling is an extension of the family; (2) a flexible pedagogy allows for recognition of children's previous and concurrent socialization; and (3) the needs of the children are considered more important than the demands of an explicit curriculum. (PCB)

ED 290 532
PS 016 901

Gainer, William J.

Summary of GAO Testimony by William J. Gainer on S. 249, The "Parental and Medical Leave Act of 1987." Statement before the Subcommittee on Children, Families, Drugs, and Alcoholism, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO-T-HRD-87-10
PUB DATE- 23 Apr 87
NOTE- 12p.; For related testimony, see PS 017 091. For the joint hearing on the Parental and Medical Leave Act of 1986, see ED 288 599.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Comparative Analysis; *Cost Estimates; *Employees; *Federal Legislation; *Fringe Benefits; Hearings; *Leaves of Absence; *Parents
IDENTIFIERS- Chamber of Commerce of the United States; General Accounting Office; *Parental Leave; Proposed Legislation; Sick Leave

Estimates of the General Accounting Office (GAO) concerning the costs of S. 249, the "Parental and Medical Leave Act of 1987," differ substantially from estimates of the U.S. Chamber of Commerce. The legislation would provide job protection to employees while allowing them 18 weeks of unpaid leave to care for a newborn or seriously ill child and 26 weeks of unpaid leave for their own serious illness. Chamber and GAO estimates differ on costs of leave to care for new children, leave to care for seriously ill children, temporary medical leave, and lowered productivity. This document contains both summary and full-text versions of the differences in cost estimates, and a brief review of the key provisions of the bill and the methodology used to critique the Chamber's account. Supplementing the report is a table contrasting key assumptions of the Chamber of Commerce with GAO views on several issues related to determining costs of the three categories of leave. (RH)

ED 290 533
PS 016 979

Child Care Options for Canadian Families.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Jun 86
NOTE- 15p.; Text of Vanier Institute of the Family Presentation to the Federal Government's Special Committee on Child Care.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Costs; *Day Care; Early Childhood Education; *Family Programs; *Federal Government; Foreign Countries; *Government Role; *Social Services
IDENTIFIERS- *Canada; Family Policy

Contemporary Canadian families need a system of child care that is more appropriate to modern conditions than the present system is. Because many Canadian parents do not have extended families to turn to, they are increasingly paying for child care. More than half

prefer a form of care other than the one they use. Canadian policy and programs should support parents who care for their children at home as well as parents who use out-of-home care. A wide range of options are needed, including in-home care, nonprofit center care, workplace care, for-profit center care, and community cooperative care. To provide access to programs and services evenly across the nation, the federal government should establish a special, time-limited grant for a variety of nonprofit child care demonstration projects throughout Canada. In addition, family-responsive working arrangements should be encouraged, as should family-focused employee assistance programs. Special attention must be given to ways of improving and strengthening the viability of in-home child care, and to the provision of a range of support services. Assessments of the costs of such a program of services should take into account benefits the system provides to families and society. (RH)

ED 290 534
PS 016 980

Mirabelli, Alan
The Information Society: Friendly to Families by Design or by Accident?
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the European Expert Meeting (West Berlin, Germany, November 25-December 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Role; *Computer Networks; Economic Factors; *Employment; Family (Sociological Unit); Foreign Countries; *Futures (of Society); Individualism; *Social Change; *Technological Advancement
IDENTIFIERS- *Canada; Family Policy; *Social Needs

Optimistic, "computopian" scenarios of the new information age emphasize the possibility of radically reversing the central tendencies of industrialization through the implementation of computer technologies that increase the ability to recognize and accommodate the needs of individuals. Pessimistic, dystopian scenarios, in contrast, point out that microelectronic technologies have been introduced as a way to greater efficiency in industrial production. Historical antecedents suggest that microelectronic innovation is not the precursor of a radically new form of social organization, but, rather, is the logical extension of the historical trend to rationalize production processes and to counter the declining rate of profit by substituting equipment and machinery for labor and wages. Whereas computopian and dystopian views recognize the capacity of the new technologies to increase differentiation, it is evident that increased social differentiation has increased social disintegration. At a time of crisis in the welfare state, governments now hope, unrealistically, to find within a compassionate community the resources needed to compensate for the loss of institutional supports and services. As the price of estrangement in society becomes increasingly apparent, public policy must be focused on the reintegration of society. In that effort, technological innovation has an as yet unrealized role to play. (RH)

ED 290 535
PS 016 981

Glossop, Robert

Beyond the Future as Cliche: Making a Place for Families in the Future.

Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Jun 85
NOTE- 15p.; Paper presented at the Western Canadian Conference on Family Practice and the Canadian Association for Treatment and Study of the Family (9th, Vancouver, British Columbia, Canada, June 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; *Family (Sociological Unit); *Family Problems; Foreign Countries; *Futures (of Society); *Public Policy; *Research Needs
IDENTIFIERS- *Family Policy; *Quebec; Social Good

The idea of family is being rediscovered in the 1980s. By no means coincidentally, industrial economies throughout the western world have been experiencing serious contraction. Quebec's 1984 working paper on family policy, "For Quebec Families," is illustrative of one government's rediscovery of family by means of the appropriation of the idea of family as a principle of integration within the context of characteristically atomistic and fragmented industrial states. However, it is by no means clear that one can any longer reasonably speak of the family and its potentials, capacities, and strengths. Current family realities force one to speak of diverse types of family and of the complexly interwoven dimensions of family living. If researchers are to make a place for families in the future, they will devote themselves to a fundamental, and likely critical, assessment of patterns of economic development, income distribution, work, employment, and education. Reappraisal of Quebec's working paper on family policy suggests that it provides a family perspective on a wide range of public policies, identifying the interdependence among families within their neighborhoods and communities as crucial to the creation of a central place for families in the future of Quebec society. (RH)

ED 290 536

PS 017 007

Family and Medical Leave Act of 1987. Joint Hearing on H.R. 925 before the Subcommittee on Civil Service and the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service. House of Representatives, One Hundredth Congress, First Session.
Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.
PUB DATE- 2 Apr 87
NOTE- 204p.; Serial No. 100-8. Contains some pages of small type. Attachment contains additional Family and Medical Leave materials.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employed Parents; Employer Employee Relationship; Family Health; *Family Programs; Federal Legislation; *Fringe Benefits; Government Employees; Hearings; Job Performance; *Leaves of Absence; Parent Child Relationship
IDENTIFIERS- Congress 100th; Medical Leave; *Parental Leave; Proposed Legislation

The issue of parental leave following the birth or adoption of a child, or in the case of serious family medical problems, is discussed. Testimonies include: (1) general statements on the need for legislation regarding family and medical leave; (2) personal case histories involving the need for parental leave; and (3) presentations of official policy regarding leave in government agencies. Additional information on family and medical leave is included in an attachment. (PCB)

ED 290 537
PS 017 008

Preventing Infant Mortality: Intergovernmental Dimensions of a National Problem. Joint Hearings and Report on S. 1209: To Establish the National Commission To Prevent Infant Mortality, before the Subcommittee on Intergovernmental Relations of the Committee on Governmental Affairs and the Committee on the Budget. United States Senate, Ninety-Ninth Congress, First Session (Miami, Florida, September 11, 1985; Pensacola, Florida, October 11, 1985; Washington, D.C., October 31, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.; Congress of the U.S., Washington, DC. Senate Committee on the Budget.

REPORT NO.- Senate-Hrg-99-884

PUB DATE- 86

NOTE- 413p.; Contains some pages of small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-01259-1, $11.00)

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Birth Weight; *Federal Legislation; Hearings; *High Risk Persons; *Infant Mortality; *Medical Services; Migrant Workers; *Prevention; Program Descriptions; Racial Differences; Social Class; *State Programs

IDENTIFIERS- California; Congress 99th; District of Columbia; Florida; *Infant Care; Maternal Health; Michigan; Minnesota; South Carolina; Tennessee; Texas; Virginia

A subcommittee report introduces the subject of these joint hearings--the problem of infant mortality in the United States; addresses the need for the legislation; summarizes the proposed legislation; and lists endorsing organizations. The hearings examine both the scope of the problem and S. 1209, legislation to create a national commission to prevent infant mortality. Testimony, which includes remarks by persons experiencing problems and participating in programs, reports: (1) efforts made to address the problem in Texas; (2) the work of the Southern Regional Task Force on Infant Mortality in South Carolina and Virginia; (3) Florida's program goals and interest in the legislation; (4) prenatal care of migrant workers; (5) activities of the Economic Opportunity Family Health Center of Liberty City in Miami (Florida); (6) human and economic costs of infant mortality and differences preventive measures make; (7) dimensions of the problem in Florida and efforts to address them; (8) programs of obstetric, pediatric, and neonatal intensive care units; (9) differences prenatal care can make to mothers' and babies' health; (10) the Children's Home Society's special prevention programs for high risk teens; (11) major trends in infant mortality and related statistics for the United States, reasons trends are occurring, and responsive activities of the U.S. Department of Health and Human Services; (12) the Reduced-Fee Maternity Program of Providence Hospital's Center for Life, Washington, D.C.; (13) dimensions of and approaches to the problem of infant mortality in Minnesota; (14) infant mortality among blacks in Washington, D.C.; and (15) approaches to preventing low birthweight among infants. Material submitted for the record, in addition to statements and letters, includes a research report on racial and socioeconomic disparities in childhood mortality in Boston, MA, other articles on infant mortality, the text of S. 1209, and an extensive summary of ways to prevent low birthweight. (RH)

ED 290 538
PS 017 015

Clarke-Stewart, K. Alison
"The 'Effects' of Infant Day Care Reconsidered" Reconsidered: Risks for Parents, Children and Researchers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87

NOTE- 47p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attachment Behavior; *Day Care; *Employed Women; *Infant Behavior; Infants; Mothers; *Parent Child Relationship; *Research Problems; Separation Anxiety
IDENTIFIERS- Ainsworth Strange Situation Procedure; Belsky (Jay)

In his article "The 'Effects' of Infant Day Care Reconsidered," Jay Belsky (see PS 017 108) concludes that maternal employment puts infants at risk for developing emotional insecurity and social maladjustment. After a review of Belsky's and other research, a different conclusion is offered in this paper. It is agreed that infants whose mothers work full-time during their first year are more likely than infants of mothers who work part-time or not at all to be classified as insecurely attached when such infants are observed with their mothers in Ainsworth's Strange Situation procedure. But the difference is not large, and it does not necessarily reflect emotional maladjustment. There is no clear evidence in the literature that day care places infants at risk. Belsky suggests that observed day care effects may be affected by day care quality; children's age, sex, and temperament; hours of separation from mother; overstimulation by mother; and congruence between mother's attitude and work status. There is no convincing evidence that these factors are involved. The mother's attitude toward the infant, her emotional accessibility and behavioral sensitivity, and her desire for independence (her own and the infant's) may be more important factors. Research is needed to assess and investigate such mediating factors. (PCB)

ED 290 539
PS 017 027

Hawkins, Augustus F.
School Improvement Act of 1987. House of Representatives, 100th Congress, 1st Session. Report Together with Additional Views To Accompany H.R. 5.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-100-95
PUB DATE- 15 May 87
NOTE- 318p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Programs; *Public Schools
IDENTIFIERS- Amendments; Legislative History; *Reauthorization Legislation

The School Improvement Act of 1987 revises and extends through 1993 the 14 following Federal elementary and secondary education programs: (1) Chapter 1 of the Education Consolidation and Improvement Act (ECIA), compensatory education for disadvantaged children; (2) Chapter 2 of ECIA, elementary and secondary education block grants to States; (3) Title II of the Education for Economic Security Act (EESA), the mathematics and science education program; (4) The Adult Education Act for adult literacy; (5) The Magnet Schools Assistance Program (Title VII of EESA); (6) The Drug-Free Schools and Communities Act of 1986; (7) The Women's Educational Equity Act; (8) The Allen J. Ellender Fellowship Program; (9) The Emergency Immigrant Education Act; (10) the territorial assistance programs for teacher training and general assistance to the Virgin Islands; (11) the Excellence in Education demonstration grant program (Title VI of EESA); (12) the Bilingual Education Act; (13) the various Indian Education programs; (14) and the Impact Aid program of assistance to schools in Federally-affected areas. In addition, the legislation: (1) creates a new program for gifted and talented children's education; (2) focuses new resources on dropout prevention, secondary school basic skills improvement, and preschool education; and (3) makes revisions in the Federal processes of auditing education and gathering statistics. This report to the 100th Congress includes the bill, as amended, additional views on the legislation, and a cost estimate of the Congressional Budget Office. (RH)

ED 290 540
PS 017 057

Bridgeland, William M.; Duane, Edward A.
Child-Care Spokespeople in Three Countries: A Comparison between Sweden, Canada and the United States.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Political Science Association (Eugene, OR, March 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Comparative Analysis; *Day Care; Early Childhood Education; *Federal Government; Foreign Countries; Futures (of Society); *Government Role; Lobbying; *Politics of Education; Social Action
IDENTIFIERS- *Canada; *Sweden; United States

Although young children have no influence on the political process, they do have ardent advocates in Canada, Sweden, and the United States. Decision makers and advocate groups in the three countries, however, differ rather markedly, with Canada taking a middle course between the factionalized United States and the highly integrated Sweden. In the United States, a wide array of diverse categorical programs exists under several governmental jurisdictions. Neither major political party has begun a clear child care policy initiative. American child caregivers are atomized in small, competitive, and often isolated groups. In Ontario, programs for young children are located in several different, but cooperative, agencies. Major Canadian parties have been increasingly active proponents of a public role for children; and effective advocates, such as the women's movement's "Status of Women Canada," provide ministries with information and research on children's needs. In Sweden, early childhood programs are administered by the Central Board of Welfare Services in conjunction with municipal education committees. Political parties are brokers in national preschool politics; and Swedish interest groups are quintessential political bureaucracies with formalized input in preschool policymaking. While forms, achievements, and processes vary among the three countries, child care issues are unlikely to disappear from the countries' public agendas in the future. (RH)

ED 290 541
PS 017 061

Bellm, Dan; Whitebook, Marcy
Salary Surveys: How to Conduct One in Your Community and Child Care Staff Salary and Working Conditions Survey.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Muskiwinni Foundation, New York, NY.; National Association for the Education of Young Children, Washington, D.C.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 87
NOTE- 55p.; This booklet is based on the 1983 edition by Willa Pettygrove and Marcy Whitebook.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($4.00; discount on orders of 10 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; *Day Care; Early Childhood Education; *Occupational Surveys; *Wages

Intended for use by child care advocates, this booklet describes ways to gather local information about existing salaries, benefits, and working conditions among child care workers for the purpose of coordinating efforts to upgrade the field. The booklet begins by presenting the rationale behind conducting salary surveys, noting that surveys can open up discusssion on wages; are crucial for the setting up of child care program budgets; can be used to help solicit community support; and can raise the consciousness of child care workers. The remaining sections cover the following topics: (1) ways to find help for conducting the surveys, including practical advice about agencies and services to turn to; (2) the question of who will be surveyed, with a focus on determining the survey population and deciding whether to cover the entire population or a subset; (3) sampling procedures; (4) tactics for eliciting high responses; (5) the questionnaire itself; (6) the process of analyzing the results, including alternative methods of analysis; and (7) ways to make the best use of the findings, including recommendations for writing up reports of the data, a sample data chart, and sample advertisements intended to raise awareness of the wage situation among day care workers. The questionnaire itself is printed on a separate form accompanying this booklet. (SKC)

ED 290 542
PS 017 074

Hollifield, John
Ability Grouping in Elementary Schools.
ERIC Clearinghouse on Elementary and Early Childhood Education,
  Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- *Ability Grouping; Classes (Groups of Students);
  Elementary Education; *Elementary Schools; Literature Reviews;
  Small Group Instruction
IDENTIFIERS- ERIC Digests; Mixed Age Groups; Slavin (Robert E)

This ERIC Digest summarizes Robert E. Slavin's 1986 comprehensive review of research on the different types of ability grouping in elementary schools. Slavin examines evidence on the achievement effects of five comprehensive ability grouping plans in elementary schools: (1) ability grouped classroom assignment; (2) regrouping within grade level for reading and mathematics; (3) the Joplin plan--regrouping across grade levels for reading; (4) the nongraded plan--grouping according to performance rather than age; and (5) within-class ability grouping. The digest summarizes the effects found, and presents Slavin's recommendations for schools and teachers regarding ability grouping. (PCB)

ED 290 543
PS 017 082

Continuing Crisis in Foster Care: Issues and Problems. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 22 Apr 87
NOTE- 237p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06386-6, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adopted Children; *Adoption; Child Abuse; *Child Custody; Child Neglect; *Childrens Rights; Disadvantaged Youth; Exceptional Persons; Federal Legislation; *Foster Care; Foster Children; *Government Role; Hearings; Parent Child Relationship; *Public Policy
IDENTIFIERS- Congress 100th

Congressional hearings were held to discuss the proposed national foster care system, which is intended to provide temporary homes for children, most frequently victims of abuse or neglect, when their own families are incapable of providing suitable parental supervision. The committee heard testimony from 11 representatives of state and federal child welfare agencies, family service agencies, and adoption agencies. The testimony discussed foster care policy (which favors leaving children with their families whenever possible) and the need for adoption assistance for special needs children, such as older children and the handicapped. In addition to the testimony, the committee read prepared statements, letters, reports, and other materials provided by experts to document and add details on the status of and need for improvement of foster care in the United States. (The text of a lengthy report called "Children in Search of Tomorrow: The Search for Permanency Planning," compiled by Illinois Action for Children, comprises a large part of the prepared material.) (SKC)

ED 290 544
PS 017 088

Werner, Emmy E.
Vulnerability and Resiliency: A Longitudinal Study of Asian Americans from Birth to Age 30.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 15 Jul 87
NOTE- 39p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 15, 1987). Research also supported by the Sidney S. Stern Foundation, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Child Rearing; *Coping; *Cultural Influences; Family Influence; *High Risk Persons; *Individual Development; Longitudinal Studies; Parent Child Relationship; Personality Development; Prenatal Influences; Racial Factors; Sociocultural Patterns; *Stress Variables
IDENTIFIERS- Hawaii (Kauai)

A 30-year longitudinal study was undertaken in order to document the course, and determine the outcome, of all pregnancies in a community of Asian Americans on Kauai, the western most of the Hawaiian Islands and equidistant from the continental United States and Japan. The project's goal was to document both the good and poor outcomes of the children's development by focusing on the children's vulnerability--susceptibility to negative environmental factors--and the roots of their resiliency--ability to cope with biological and psychosocial risk factors. The study population consisted of all live births among ethnically Hawaiian, Pilipino, and Japanese residents. Public health officials, physicians, teachers, and social workers cooperated to collect the data. Findings indicated that during the period of time which began with pregnancy and ended two decades later, the reproductive and care-taking casualities amounted to about half of those conceived and one-third of those born alive. In addition, three out of four children with four or more risk factors developed problems, while one out of four exhibited resiliency. Resilient children exhibited many stress-reducing characteristics. A follow-up study looked into resilient and high risk groups after 30 years, and determined the most stressful events and most successful coping mechanisms; the latter included: (1) genetically based dispositional attributes; (2) strong affectional ties to the family; and (3) external support systems that rewarded the individual's competencies. (SKC)

ED 290 545
PS 017 090

Esperet, Eric; Guibourg, Veronique
First Dialogues between Mother and Child: Differentiating Interactive Maternal Styles.
PUB DATE- Jul 87
NOTE- 31p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Coordination; Foreign Countries; *Language Styles; *Mothers; Parent Influence; *Parent Role; *Toddlers; *Verbal Communication
IDENTIFIERS- Conversation; *France

A study attempted to determine dimensions of maternal adaptation of language to the level of their young children's speech, and whether patterns of maternal adaptation can be described as interactive maternal styles. Links were sought between aspects of maternal language adaptation and child language level. Participating were 6 mother-child dyads in which children were between 21 and 28 months of age, and at the transition stage beween one- and two-word utterances. Mothers were either middle-level executives or professionals; spent a great deal of time with their children at home; and were native speakers of French. Each dyad was observed at home five times. A total of 29 conversations were recorded and transcribed. Analysis focused on the 5 minutes after the first minute of conversation. Each corpus of data was segmented into interactive episodes, speech turns, and utterances. Each utterance made by the child and by his or her mother was categorized on a coding grid as performing one of 22 functions, which were grouped into four main categories: (1) incitement or prompting, (2) feedback, (3) repetition of the partner's utterance, and (4) personal contributions of content. Overall findings seemed to support the hypothesis that mothers adjust the structure of their speech to fit the linguistic level of their children. (RH)

ED 290 546
PS 017 091

Gainer, William J.
GAO's Estimate of the Costs of the "Parental and Medical Leave Act of 1987" (S. 249). Testimony before the Subcommittee on Children, Families, Drugs, and Alcoholism, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO-T-HRD-88-5
PUB DATE- 29 Oct 87
NOTE- 18p.; For related testimony, see PS 016 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cost Estimates; Diseases; *Federal Legislation; *Fringe Benefits; *Health Insurance; *Leaves of Absence; Personnel Needs; Productivity
IDENTIFIERS- *Parental Leave; Proposed Legislation

The General Accounting Office (GAO) estimates that the cost of S.249, the Parental and Medical Leave Act of 1987, will be, at most, 500 million dollars annually, a figure which reflects the cost of continuing health insurance coverage for employees on unpaid leave. S.249 is legislation which aims to provide to workers at firms with 15 or more employees a form of job protection that permits employees to take 18 weeks of unpaid leave to care for a new or seriously ill child, and 26 weeks of unpaid leave for their own illness. The legislation requires that employers continue to offer health benefits for workers on unpaid leave on the same basis as if these employees were working. GAO believes that there will be few if any measurable net costs to employers resulting from a firm's method of adjusting to the temporary absence of a worker taking unpaid leave under this legislation. To the extent that workers are already provided parental and extended disability benefits by firms or have either disability or parental leave benefits under existing state law, the costs to employers would be less than GAO's estimate. Estimated and discussed are specific costs of leave to care for newborn children, leave to care for seriously ill children, temporary medical leave, and employee replacement costs and productivity losses. (RH)

ED 290 547
PS 017 092

Shade, Daniel D.
Microcomputers and Preschoolers: Bandwagon or Boon.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, IL, November 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Computer Simulation; Computer Software; *Computer Uses in Education; *Learning Processes; *Microcomputers; *Preschool Children; Preschool Curriculum; Preschool Education
IDENTIFIERS- *Microworlds

Research indicates that there are numerous opportunities for educators to use computer technology in ways which are developmentally appropriate and which support or enhance preschool children's natural motivation to explore and discover. Since many of the misconceptions about preoperational cognition that form the basis for serious objections to preschool computer use have been dealt serious blows in recent years, the microcomputer should not be viewed as different from any of the other materials commonly used in early childhood classrooms. When the computer is used appropriately, it has the potential to involve children more than television does; it is less static than picture books, and as open-ended as crayons. In particular, discovery-oriented child-computer environments, "microworlds," or simulations have numerous potential uses, such as modeling concepts, exposing processes which are not available in all their facets to the perception of young children, providing intrinsic motivation, connecting different ways of learning, and serving a "scaffolding" function. Finally, the computer is worthy of inclusion in the early childhood classroom simply as a part of the everyday world which is to be explored, manipulated, and understood. To argue that the young child should be protected from exposure to computers is tantamount to keeping the electric toothbrush under lock and key. A 55-item reference list concludes the document. (RH)

ED 290 548
PS 017 093

Day Care for Working Families Act of 1987. Hearing on S. 1271 To Provide Comprehensive Federal Assistance for Day Care, before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-195
PUB DATE- 22 May 87
NOTE- 131p.; Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-02707-6, $3.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Day Care Centers; Disabilities; Early Childhood Education; Employed Parents; *Family Day Care; *Family Problems; Family Programs; Federal Programs; Government Role; *Low Income Groups; Mothers; One Parent Family; Public Policy; State Programs

Recognizing the importance of the need for quality day care for children of working mothers, handicapped children, and children of low income families, the U.S. Senate Subcommittee on Labor and Human Resources met to address this issue in the Child Care Center of Owens Technical College, in Toledo, Ohio. The Subcommittee interviewed or heard prepared statements from over 30 people concerned with child care, including parents, faculty and students of Owens Technical College, day care practitioners, women's group members, child care educators, representatives of government welfare and child care agencies, and representatives of Ohio community agencies. Testimony and statements stressed: (1) the need for day care while parents are receiving job training; (2) the importance of current model child care programs; (3) the poor pay and low level of training of child care workers; (4) the low profits of day care centers; (5) problems with day care for the handicapped; (6) difficulties and inconsistencies of in-home day care; (7) the importance of improving upon federal child care support programs; and (8) the day care needs of low income families. (An appendix to the testimony contains additional materials testifying to the need for affordable quality day care services.) (SKC)

ED 290 549
PS 017 094

Ogura, Tamiko
Symbolic Play and Early Language Development in Normal Children.
PUB DATE- Jul 87
NOTE- 30p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Child Language; *Cognitive Development; Foreign Countries; Infants; *Language Acquisition; Longitudinal Studies; *Object Manipulation; Oral Language; *Pretend Play; Toddlers
IDENTIFIERS- Japan

Examined in a longitudinal study of children were correspondences and correlations between early language development on the one hand, and the manipulation of objects and play development on the other. There were developmental correspondences between the onset of five language landmarks (the emergence of first word, referential word, demonstrative pronoun, word-chains and two-word utterances) and the onset of subcategories of manipulation of objects and play. These correspondences were compared with the predictions proposed by McCune-Nicolich (1981, 1986) concerning the development of language and symbolic play. Language and the manipulation of objects and play were found to reflect the development of underlying symbolic ability, and develop in parallel at the single-word stage. After the emergence of word-chains, they develop interdependently. (Author/PCB)

ED 290 550
PS 017 095

van Lieshout, Cornelis F. M.; And Others
Peer Competence and Mother-Child and Child-Child Interactions in One-Year-Olds.
PUB DATE- Jul 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Factor Structure; Foreign Countries; *Infants; Longitudinal Studies; *Mothers; Observation; Parent Child Relationship; *Parent Influence; *Peer Relationship; Predictor Variables; *Social Behavior; Videotape Recordings
IDENTIFIERS- *Dominant Behavior; Dyadic Interaction Analysis; Netherlands

As part of a longitudinal study of the predictors of preschool-aged children's peer relationships, data were collected on the social behavior of 1-year-olds. Participating in the study were 48 mother-child dyads. Individual and comparison data were gathered through observation and videotape recordings in laboratory dyadic play sessions involving peers with mothers present, and home observation of mother-child interactions. Time records were kept of infants' exposure to persons other than family members. Mothers completed Rothbart's (1978) Infant Behavior Questionnaire. Factor analysis revealed two factors in infants' social behavior, dominance and cooperation, which were very similar to "like least" and "like most" sociometric nominations in later years. Factor scores on cooperation and dominance were correlated with observed interactive and orientation behavior of the target person and his or her partners in dyadic play sessions. Furthermore, factor scores on cooperation were related to mothers' responsiveness at home and in dyadic play sessions. Dominance was related to more involvement of mothers in peer play. Exposure to peers and to older children was differentially related to dominance and cooperation. Temperament appeared to be a minor factor in peer competence. (RH)

ED 290 551
PS 017 096

Graue, M. Elizabeth; Shepard, Lorrie A.
Predictive Validity of the Gesell School Readiness Tests.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Rating; *Elementary School Students; Grade 1; Kindergarten Children; *Predictive Validity; Primary Education; Referral; School Readiness; School Readiness Tests; *Screening Tests; *Test Validity
IDENTIFIERS- *Developmental Testing; *Gesell School Readiness Test

In response to the fact that technical standards for screening and placement tests must be more rigorous than those for readiness tests, the predictive validity of the Gesell School Readiness Tests (GSRT) was examined. The purpose of the GSRT, a commonly used screening instrument, is the assessment of children's developmental behaviors to aid in placement decisions for young children. However, typical use of the Gesell test differs from most screening procedures in that it is not followed by a more comprehensive assessment. A sample of 45 first graders referred by their teachers for developmental testing and a random sample of 106 students were tested with the GSRT. Whether the test was administered as part of a normal referral process or as part of the special administration to a representative sample, each child's results were summarized as both a developmental age and a placement recommendation. Correlations were run on measured developmental age and student performance. A small positive relationship was found between Gesell developmental age and first grade report card grades. Additional outcome measures for a subgroup of the total sample indicated that the GSRT has modest predictive validity for standardized tests and low validity for teacher judgment of performance in first grade. Issues concerning misidentification of ready children and treatment efficacy are covered. It is concluded that the low predictive validity of the GSRT does not support its use for school readiness assessments leading to placement decisions. (RH)

ED 290 552
PS 017 097

Hale, Catherine A.
Children's Understanding of Factors Influencing Recall Performance.

PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Ability; College Students; Comprehension; Elementary School Students; Elementary Secondary Education; Higher Education; High School Students; *Performance Factors; *Prediction; *Recall (Psychology)
IDENTIFIERS- *Rule Application

Samples of 17 male and 31 female first graders, 26 male and 22 female third graders, 23 male and 25 female fifth graders, 21 male and 27 female ninth graders, and 18 male and 30 female college students predicted their ability to recall sets of items that varied in number of items presented and presence or absence of categorization. The aim was to assess the developmental emergence of children's understanding of number, memory span, categorization, and interaction of number and categorization. Principal findings were: (1) first graders grossly overestimated their recall abilities; (2) third and fifth graders overestimated recall ability for uncategorized lists, but not for categorized items; (3) adults slightly underestimated their ability to recall both categorized and uncategorized lists; and (4) adults and adolescents recognized that categorization of items benefited recall only when list length exceeded immediate memory span. Developmental differences were also found in the type of information or evaluative rules children and adults use as the basis for their predictions. Young children's predictions conformed to rules that reflected consideration of only one variable (e.g., number of items presented), whereas predictions of adolescents and adults were based on understanding of list length, categorization of items, and the relationship of these two variables to immediate memory span. (RH)

ED 290 553
PS 017 098

Public Schools and School-Age Child Care: Making It Happen!
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary Schools; Guidelines; *Junior High Schools; Program Administration; *Program Development; *Program Implementation; *Public Schools; *School Age Day Care; School Districts

This manual is intended to aid communities and school districts in the development of school-age child care programs. Section I, "Program Initiation," describes first steps in starting a school-age child care program. These include development of community awareness, needs assessment, program design, and program promotion. The broad issues are covered more fully in Section II, "Program Administration," which focuses on legal issues, Missouri child care licensing information, policy and procedures, personnel, screening of child abuse and neglect records and criminal records of employees, finances, and publicity and enrollment. The specifics of day-to-day operations are covered in Section III, "Program Implementation," under the headings of: (1) program content; (2) planning activities; (3) child development concepts; (4) daily schedule; (5) facilities, equipment, materials; (6) school snacks; (7) child guidance; (8) safety; and (9) program evaluation. Appendices provide the final report of a survey of latchkey programs in the public schools, a resource list for school-age child care programs, and a bibliography of additional reading. (RH)

ED 290 554
PS 017 100

Katz, Lilian G.
What Should Young Children Be Learning? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Early Childhood Education; *Elementary School Curriculum; Experiential Learning; Interpersonal Relationship; Learning Activities; Learning Strategies; *Preschool Curriculum; Small Group Instruction; Student Projects; *Teaching Methods; Young Children
IDENTIFIERS- Academic Pressure; Dispositional Characteristics; ERIC Digests

This digest discusses curriculum and teaching strategies for early childhood education which best serve children's long-term development. Two dimensions of development, normative and dynamic, are considered with respect to what children should be learning. Four categories of learning are identified, namely, knowledge, skills, feelings, and dispositions. Presented is the view that young children learn most effectively when engaged in interaction with others in the classroom, with materials, and with their surroundings. The risks of early academic instruction are examined, and the importance of using a variety of teaching methods in an informal setting is stressed. Suggested is an intellectually oriented approach in which children interact in small groups as they work together on projects which help them make sense of their own experience. (PCB)

ED 290 555
PS 017 101

Asprea, Anna Maria; And Others
The Conceptualization of War in Children.
PUB DATE- Jul 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Figures contain light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Childhood Attitudes; Foreign Countries; Nuclear Warfare; Peace; Preadolescents; *Social Attitudes; *Social Cognition; *War
IDENTIFIERS- Italy

Three procedures were used to elicit information from children 9-10 and 13-14 years old on their conceptions of war: (1) children were asked to give at least 10 answers to the question, "What is war?"; (2) each child was interviewed individually; and (3) children were asked to respond to magazine pictures of war scenes. The detailed and complex responses showed that children were aware of the consequences of war on both a personal and a collective level, and that they had conflicting feelings regarding the concept of war. (PCB)

ED 290 556
PS 017 102

Villone-Betocchi, Giulia; Asprea, Anna Maria
Theoretical Approach to the Study of Cognitive Aspects in Children's Altruistic Behavior.
PUB DATE- Jul 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Criteria; Foreign Countries; *Group Dynamics; *Justice; Moral Development; Moral Values; *Prosocial Behavior; *Value Judgment
IDENTIFIERS- *Child Behavior; Italy; *Moral Behavior; *Moral Reasoning

A study was made of aspects of Italian children's moral behavior and moral reasoning in equity and non-equity situations. Subjects were male and female children of low socioeconomic status who were between the approximate ages of 8.5 and 10.5 years. Groups of four children were formed to include subjects of various sociometric status: one high, one average, and two low. All subjects participated in a drawing task for which they were praised individually, and rewarded as a group. Each subject was asked, individually, how he or she would distribute the reward to group members. Somewhat similar percentages of subjects decided to distribute rewards according to merit, oldest aged child, and youngest aged child. Subsequently, each group was reassembled and instructed to actually distribute the reward. Discussions of the children were recorded. Group dynamics influenced task performance: high status children played a major role in final decision making and perferred the equal distribution of reward. Finally, individual judgments were obtained from the subjects in an experimental situation designed to investigate children's knowledge of positive justice and their reactions to equity and inequity. A total of 83 percent of the children then asserted that the distribution of reward on the basis of merit fulfilled the equity criterion. Results are discussed. (RH)

ED 290 557
PS 017 104

Denham, Susanne A.
Child Competence and Maternal Emotion Socialization Correlates of Attachment Q-Sort Variables.

PUB DATE- Aug 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attachment Behavior; Coping; Emotional Experience; Interpersonal Competence; Mothers; Parent Influence; *Preschool Children; Prosocial Behavior; *Q Methodology; Research Methodology; Security (Psychology); *Validity
IDENTIFIERS- Dependency (Personality)

To validate a new approach to research on the attachment behavior of children beyond toddler age, this study investigated relations between Q-sort outcomes and preschool children's affective perspective-taking; prosocial responsiveness to emotion; social competence, as rated by their teachers; and their mothers' expression and handling of emotions. Subjects were 18 children between 31 and 54 months of age and their mothers. Multiple measures were employed, including: (1) a puppet measure assessing children's affective perspective taking; (2) observation of children's prosocial reactions to emotions of peers; (3) peer sociometric ratings; (4) teacher's ratings of children's social competence on a behavior Q-sort and a problem behavior questionnaire; (5) diary records of maternal emotional displays; (6) semi-structured interviews focused on maternal emotional coping methods; and (7) mothers' trained observation of children's behavior and subsequent completion of Waters and Deane's (1985) Attachment Q-sort. Scores were correlated with 36-month criterion sorts delineating the constructs of security of attachment, dependency, and sociability. Findings reinforced the organizational view of attachment and the validity of the measurement technique, suggesting that attachment Q-sort criterion scores are related to social-emotional competence and certain aspects of maternal emotional socialization. (RH)

ED 290 558
PS 017 105

Aufenanger, Stefan
Who Will Be the First? Creating a Just Community in the Kindergarten.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Foreign Countries; *Games; *Justice; *Kindergarten; Preschool Children; Preschool Education; *Social Development; *Teacher Role
IDENTIFIERS- *Just Community Approach

Rules for selecting participants of games are the starting point for creating a just community among preschool-aged children. At first glance, it seems impossible to create a just community among young children whose social perspective-taking is undifferentiated and egocentric, and whose sense of positive justice is similarly limited. However, preschool children do have a sense of the need to socially regulate the behavior of individuals in groups. This characteristic can be the basis for developing a just community among the very young. Preschool children playing games in which all members of a group can participate have to accept rules for playing the game and for finding and selecting players. Classroom teachers have an important role to play in transmitting selection rules to children in playgroups. Negative consequences may occur when a teacher's way of opening a game is demonstrably unfair. A segment of a teacher-student interaction regarding the selecting of players for a group game in a preschool setting is interpreted in order to illustrate problems of justice which arise in the preschool. (RH)

ED 290 559
PS 017 106

About the Preschool Years: Educational Opportunities in Virginia, Book 1.
Virginia State Dept. of Education, Richmond.

PUB DATE- 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; *Day Care; Early Childhood Education; *Educational Opportunities; *Individual Development; Infants; Parent Education; *Parenting Skills; Preschool Children; *Preschool Education; *Public Education; School Readiness; Selection; Toddlers
IDENTIFIERS- *Virginia

This booklet for parents of children not yet old enough to attend kindergarten is first in a series of five on educational opportunities in Virginia. It includes information about children from birth to 5 years of age and gives suggestions for parents on helping children develop. The booklet also provides facts about education programs in Virginia. Among the topics included are the following: (1) child development; (2) child-rearing methods; (3) where to get help if concerns or problems arise; (4) how to choose quality child care; (5) preschool education programs and how to select them; (6) how to prepare children to enter public school; and (7) public education in Virginia. Parents are encouraged to review the contents of the booklet, become acquainted with the information it contains, and then read carefully those sections related to their child's stage of development. They are encouraged to use the booklet as a guide for rearing and educating their child throughout the preschool years. (RH)

DOCUMENT RESUME

ED 290 560
PS 017 107

Monighan, Patricia
Parents and Preschoolers Report on Home Play Patterns, Television and Pretending.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Early Childhood Education; Educational Environment; *Family Environment; Fathers; Mothers; *Parent Influence; *Play; *Preschool Children; *Pretend Play; Television Viewing

Data from observations, parent questionnaires, and child interviews were collected from 36 preschool children and their parents for this investigation of the relationships between preschool children's play patterns at home and at school, and variables from the home environment. In addition, comparisons were made between: (1) mothers' responses to questions concerning the home play environment, television viewing patterns, and attitudes toward fantasy play; (2) fathers' responses to the same items; and (3) children's responses in interviews concerning their make-believe play, and their preferences for activities and television programs. A 34-item reference list and 5 data tables conclude the document. (PCB)

ED 290 561
PS 017 108

Belsky, Jay
The "Effects" of Infant Day Care Reconsidered.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 72p.; For a related document, see PS 017 015.
CONTRACT- 400-86-0023
GRANT- NICHHD-RO-1-HD-15496

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attachment Behavior; *Day Care; Early Childhood Education; *Emotional Development; Employed Parents; Infant Behavior; *Infants; Mothers; Parent Child Relationship; *Social Development
IDENTIFIERS- Ainsworth Strange Situation Procedure

Evidence concerning the developmental correlates of nonmaternal care in the first year of life are examined with respect to infant-mother attachment and subsequent social development. Even though the evidence is not without its inconsistencies, a circumstantial case, consistent with attachment theory, can be made that extensive infant day care experience is associated with insecure attachment during infancy and with heightened aggressiveness and noncompliance during the preschool and early school-age years. It is concluded that entry into some nonmaternal care arrangement in the first year for more than 20 hours per week may be a risk factor in the emergence of developmental difficulties. The consequences of such risk are best understood in the context of characteristics of the child, the family, and the caregiving milieu. A 90-item reference list concludes the document. (Author/PCB)

ED 290 562
PS 017 109

Goffin, Stacie G.
Developing a Research Agenda for Early Childhood Education: What Can Be Learned from the Research on Teaching?
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Decision Making; *Educational Practices; Educational Research; Elementary Education; Individual Development; *Kindergarten; Learning; Literature Reviews; Outcomes of Education; *Preschool Education; *Research Needs; Teacher Behavior; *Teacher Influence; Teacher Role
IDENTIFIERS- Context Effect

The purpose of this paper is to review the research literature on effects produced by elementary school teachers and to identify implications of the findings for the early education of children prior to the first grade. Current issues in the research on teacher effects are discussed under the following headings: (1) teachers do make a difference; (2) learning occurs in multiple contexts; (3) students are active participants; (4) teachers are decision-makers; and (5) uses of the research on teaching. The review indicates that current research on teaching can inform early educators and researchers about the complexities of teaching and learning, and the importance of the teacher role. Implications are discussed in terms of purposes of early education, relevant findings from the research on teaching, and relevant considerations for developing a research agenda for early education. Such considerations include the role of learning in development, the impact of different early childhood contexts, the changing nature of the child, and the changing nature of the teacher as decision-maker. It is argued that early education needs to move beyond its psychological and theoretical basis to develop an empirical base specific to early education in order to verify the assumptions early childhood makes about meaningful teacher practices. A 79-item reference list concludes the document. (RH)

ED 290 563
PS 017 110

Sallee, Alvin L.
Corporate Sponsored Child Care: Options and Advantages.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; *Employer Supported Day Care; *Fringe Benefits; *Incentives; Productivity; Public Opinion; Social History; Social Problems; Tax Deductions
IDENTIFIERS- Absenteeism (Employee); *New Mexico; Reagan Administration

To further understanding of the complex issues regarding the provision of day care services, this paper presents an historical overview of national child care policy in the United States, and discusses the dimensions of working families' need for child care; the central policy issue of the relationship between work and the family; and incentives, including increased productivity, reduced absenteeism, and tax advantages, which encourage certain types of corporations to provide child care for their employees. Subsequent discussion presents New Mexico's involvement with corporate-supported child care and briefly describes conferences which bring together officials from business and government. Major options for child care which have been selected by corporations, and the advantages and disadvantages of each option, are then described. Discussion focuses on multi-business centers, single-business centers, family satellite programs, corporate reserve slots, voucher systems, and information and referral services. Presently, child care reflects the Reagan administration's social policy shift from Federal responsibility to State and private involvement; therefore, several of the issues raised in the paper go beyond child care to address the role of business and employee benefits. (RH)

ED 290 564
PS 017 112

Logan, Landace
Gender, Family Composition and Sex-Role Stereotyping by Young Children.

PUB DATE- 8 Feb 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Family Structure; Literature Reviews; Nuclear Family; One Parent Family; *Preschool Children; *Sex Differences; *Sex Role; *Sex Stereotypes; Siblings; Traditionalism
IDENTIFIERS- Sex Role Learning Index

The purpose of this study was to determine whether relationships exist among: (1) the sex and family composition patterns of children 3.5 to 5 years of age; and (2) sex-role stereotyping, as measured by the Sex Role Learning Index (SERLI). Subjects were grouped into eight family composition patterns consisting of female and male subjects from one- and two-parent families, with and without same-sex older siblings. A significant main effect for sex was found in the Child Activities Sex-Role Preference section of the SERLI. Male children were more sex-role stereotyped than were female children with regard to preference for children's activities. Female and male children from one-parent families in which a same-sex older sibling was present were more sex-role stereotyped in children's activities selection than were children from one-parent families in which no same-sex older sibling was present and children from two-parent families in which a same-sex older sibling was present. Findings from the Adult Activities Sex-Role Preference section of the SERLI indicated that male children were more sex-stereotyped than were female children with regard to preference for adult activities. Children from two-parent familes were more aware than those from one-parent families of sex-role stereotypes with regard to what is traditionally appropriate for one's own sex. A 62-item reference list concludes the document. (RH)

ED 290 565
PS 017 113

Velleman, Shelley L.
Mother-Child Interactions: A Longitudinal Microanalysis.

PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the Annual Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Consonants; *Downs Syndrome; Infants; *Language Patterns; Longitudinal Studies; *Mothers; *Parent Child Relationship; Parent Influence; Phonetic Analysis; *Research Methodology; Semantics; Toddlers; Verbal Communication; Videotape Recordings
IDENTIFIERS- Contingency Analysis; *Microanalysis

This longitudinal pilot study, which extends Veneziano's (1987) work on phonetically and semantically contingent maternal response types, compared, microanalytically and globally, maternal response types and mother-child dyadic interactions of normally developing and Down syndrome children. Participants were three normally developing infants, five children with Down syndrome, and their mothers. Normally developing children were all 7 months of age at the beginning of the study. Children with Down syndrome ranged in age from 7 to 23 months. Dyads were videorecorded at play twice per month over a year. Each tape was transcribed and coded on the child variables of onset of consonants and word use, and on the maternal response types: (1) phonetically contingent; (2) semantically contingent; (3) noncontingent; and (4) no response. Reported results illustrate the advantages of microanalysis over whole-session analysis and of distinguishing between phonetic and semantic contingency. Although mothers of children with Down syndrome, as a group, were no less responsive or contingent to their children, they were much less phonetically contingent; that is, they rarely repeated or expanded their children's vocalizations. Microanalysis revealed that some of these mothers were even more semantically contingent to their children's first consonant productions than to other vocalization types. (RH)

ED 290 566
PS 017 114

Vandenplas-Holper, Christiane; And Others
Enhancing Children's Prosocial Development by Teacher Implemented Story Telling and Discussion.
Catholic Univ. of Louvain, Louvain-la-Neuve (Belgium).
PUB DATE- Jan 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Cognitive Development; Discussion; Educational Practices; *Empathy; Foreign Countries; *Helping Relationship; *Intervention; Motivation; *Prosocial Behavior; Story Telling; Videotape Recordings; *Young Children
IDENTIFIERS- *Belgium; Context Effect; Developmental Patterns; Moral Reasoning

A total of 61 Belgian boys and girls who were 5 and 7 years old participated in an experiment which aimed at enhancing their giving and helping behavior. Treatment basically involved the induction of empathy. Children in the experimental group were told stories by their teacher in which the hero meets secondary characters who are in need and acts prosocially toward them. The stories stress the consequences of the hero's prosocial action, the feelings of relief on the part of the secondary characters, and also the hero's self-rewarding feelings. Children were asked to discuss the stories. Those in the control group were told stories without a prosocial content, which they discussed. Outcomes were assessed by a behavioral measure of children's helping and also one unweighted and two weighted measures of children's giving. Children's prosocial moral reasoning was also assessed. Findings from the helping measure and one of the weighted measures indicated that the treatment was effective for the 7-year-olds, but not for the 5-year-olds. Reasons children gave to justify their helping and giving exhibited a developmental pattern that ranged from a self-oriented, hedonistic perspective, to a norm-oriented perspective, and finally to an other-oriented, needs-focused perspective. The older children gave more advanced reasons for giving than did the younger, but did not do the same for helping. Prosocial moral reasoning was not influenced by treatment. (RH)

ED 290 567
PS 017 120

Hatch, J. Amos
Young Children as Informants in Classroom Studies.

PUB DATE- 6 Feb 88
NOTE- 21p.; Paper presented at the Annual Ethnography in Education Research Forum (9th, Philadelphia, PA, February 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Ability; Early Childhood Education; Educational Anthropology; *Educational Research; Egocentrism; *Ethnography; Guidelines; Interviews; *Kindergarten Children; Perspective Taking; *Preschool Children; Questioning Techniques; Research Methodology; *Research Problems
IDENTIFIERS- Context Effect; *Informants; *Interviewer Effects; Speech Events

This paper describes four problems that may confront researchers interested in capturing and describing participant perspectives when the participants of interest are young children in early childhood education settings. Problems were identified with interview data collected in three studies conducted in separate preschool and kindergarten classrooms. These data included typed transcriptions of taped formal interviews, notes taken by the researcher during formal interviews, and informal interview records contained in typed field-note protocols. The original studies followed Spradley's (1979; 1980) guides for conducting participant observation and ethnographic interview research. The four problems identified were: (1) the adult-child problem; (2) the right answer problem; (3) the pre-operational thought problem; and (4) the self-as-social-object problem. Each problem is described using interview data in order to demonstrate how that problem may interfere with the construction of interview contexts and the collection of interview data. Concluding discussion identifies several strategies researchers can use to improve the quality of formal and informal interviews conducted with young children. (RH)

ED 290 568
PS 017 124

Kowalski, Patricia S.
Student Typologies as a Means of Characterizing Individual Differences among Low and High Achievers.

PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Jacksonville, FL, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 5; *Graphs; *High Achievement; *Individual Differences; Intermediate Grades; *Low Achievement; *Multivariate Analysis; Performance Factors; Problem Solving; Student Characteristics
IDENTIFIERS- *Star Charts

A method of graphing multivariate data, called the star plot, is very useful in educational contexts because it provides teachers and guidance counselors with information not present in unsupplemented student achievement data. The utility of the method can be seen in analysis of data from a study of factors related to the problem-solving ability of 29 male and 34 female fifth grade students. In the study, students completed self-report questionnaires relating to their perceptions of competence, self-worth, anxiety, and motivational orientation in the classroom. Correlations between performance and self-perception measures disclosed a relationship between performance and reported perception of competence, but did not reveal whether a high achieving student enjoyed challenging schoolwork or lacked confidence, or whether a low achiever was debilitated by anxiety or merely uninterested. To depict the magnitude of each student's responses on the study's self-perception measures, star plots were constructed. The plots showed that some low achievers were not motivated by punishment or reward, some high achievers were not interested in school work, and some high achievers were anxious in the classroom. In addition to delineating general characteristics of the group, star plots indicate ways in which certain students fail to fit the general pattern, and thus suggest reasons for student classroom behavior. (RH)

ED 290 569
PS 017 125

Bogdanoff, Ruth F.; Peebles, Linda M.
Age, Sex and Socioeconomic Background as Factors in Preschool Children's Preference for Play Materials.
PUB DATE- [86]
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Instructional Materials; Lower Class Students; Middle Class Students; *Play; *Preschool Children; Preschool Education; *Role Playing; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- *Preference Patterns

A total of 103 preschool children of lower and middle socioeconomic status families were observed in three preschool programs during 15 standardized free play periods for the purpose of investigating preschool children's preferences for different types of traditionally used play materials. The influence of age, sex, and socioeconomic status (SES) on the children's preferences was also examined. Children of different racial and ethnic backgrounds were integrated into all groups. Seven categories of materials were defined and materials for each category were made available to the children each day of observation; materials included art materials, role play materials, blocks, sand, playdough, manipulatives, and wheeled vehicles. Teachers were asked to assume a supervisory, but nonparticipatory, role. A time sampling technique was used to gather the data. Findings indicated: (1) a preference for some kinds of structured materials over unstructured materials; (2) sex differences in preferences; (3) the preference of lower SES children for sand, playdough, wheeled vehicles, and role play materials; and (4) the preference of middle SES children for art materials and blocks. Overall, role play materials were used significantly more than any other material. Implications for early childhood education and for further research are pointed out. (RH)

ED 290 570
PS 017 126

DuMont, Linda; And Others
School-Age Child Care: A Handbook for North Carolina Public Schools.
North Carolina State Dept. of Public Instruction, Raleigh.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Annotated Bibliographies; Elementary Education; *Extended School Day; Program Descriptions; *Program Development; Program Evaluation; Program Implementation; *Public Schools; *School Age Day Care; School Role; State Surveys
IDENTIFIERS- *North Carolina

This handbook provides an introduction to school-age child care for North Carolina public schools, an annotated bibliography on school-age child care, and information on before- and after-school child care programs in public schools. The introductory Section I focuses on the need for school-age child care and the public school's role in providing it. Section II covers initial steps in starting a program. Section III extensively discusses program planning and early implementation, dealing with philosophy and goals, types of programs, operational policies, financial management, start-up and long-range budgets, insurance, site selection, publicity and recruitment, enrollment, personnel, child health and safety policies, social and emotional aspects of programs, program activities, programming for young adolescents, space design and equipment, scheduling, and working with parents. Section IV concerns ongoing program and improvement evaluations. Section V provides a chart detailing characteristics of programs in North Carolina, and briefly reports findings of a survey of before- and after-school programs operated by school districts. Section VI consists of the 73-item annotated bibliography; citations are listed under the headings of: (1) latchkey children; (2) administration and programming; (3) school-age child development; (4) activities; (5) staff development; (6) audiovisual resources. Six journals/newsletters and 17 resource addresses are also listed. Appended are samples of program support products, such as a sample needs assessment and a statement of goals. (RH)

ED 290 571
PS 017 128

Pitzer, Martha S.
Maternal Work Status and Pregnancy Outcomes: A Pilot.

PUB DATE- 18 Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Employed Parents; *Employment Level; Individual Development; *Infants; Longitudinal Studies; *Mental Health; *Mothers; *Physical Health; Pregnancy; Recruitment; Research Design; Separation Anxiety; Smoking
IDENTIFIERS- Multiple Measures Approach; *Parity; Postpartum

Investigated were effects of maternal work status and parity on specific outcomes in maternal psychology and physiology and infant physiology. In addition, the study design and the usefulness of instruments were evaluated, and the feasibility of subject recruitment and retention was assessed. Subjects were 20 women between 18 and 35 years of age who were either employed outside the home or not employed, and were experiencing their first or second pregnancy. Data were collected at 14-24 weeks of pregnancy (Phase 1), following delivery (Phase 2), 4-6 weeks postpartum (Phase 3), and when the infant was 6 months old (Phase 4). Findings at Phase 1 indicated that second-time mothers were older than first-time mothers, and nonemployed mothers were significantly more likely to smoke than were employed mothers. Phase 2 findings indicated nonemployed mothers accounted for four of seven complicated pregnancies and their infants scored significantly lower on the Dubowitz gestational scale than did infants of employed mothers. Phase 3 results indicated that nonemployed mothers had more concerns about separation from their infants. Their level of family function was lower than that of employed mothers. At Phase 4, employed mothers had significantly more concerns about separation effects on their infants. Attrition was highest among the first-time, nonemployed mothers who had the most complications. (RH)

ED 290 572
PS 017 129

Cuddy, M. Elizabeth; And Others
The Effects of Grade Retention upon the Social and Psychological Adjustment of Elementary Children.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (21st, Boston, MA, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Dropout Prevention; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; *Grade Repetition; *Low Achievement; *Peer Acceptance; *Rejection (Psychology); Student Promotion

Peer sociometrics, teacher ratings of academic performance, and self-concept scores were used to compare the social, academic, and psychological adjustment of 47 low-achieving/retained, low-achieving/promoted, and average achieving/promoted 2nd-, 3rd-, and 4th-grade students from two southern rural elementary schools. Because the sample was selected from participants in an ongoing longitudinal study, subjects' scores on the dependent variables were available for the year preceding and the year following the retention decisions. The two low-achieving groups were matched on sex, Year 1 grade, and Year 1 teacher-rated academic performance. These groups allowed for the comparison of the effects of retention and promotion upon the adjustment of students who were struggling academically. It was hypothesized that the overall adjustment of the average achievement group would be superior to that of the other two groups and that retention would detrimentally influence social and psychological adjustment. Findings suggested that in comparison to promotion of low-achieving students, retention does not exert a unique positive influence upon social and academic adjustment. Promotion led to greater decreases in peer-nominated rejection than did retention. It is concluded that promotion may be beneficial in decreasing the peer rejection of low-achieving students and, thus, may decrease the number dropping out of school. (RH)

ED 290 573
PS 017 130

Rapp, Doris Jean Gaines; Hutchinson, Roger L.
A Personality Profile of Oppositional Children as Measured on Selected Scales of the Personality Inventory for Children.
PUB DATE- 18 Dec 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Children; Comparative Analysis; *Individual Characteristics; Parents; *Personality Assessment; Profiles; Rating Scales
IDENTIFIERS- *Oppositional Behavior; *Personality Inventory for Children

By means of 12 selected subscales of the Personality Inventory for Children (PIC), which were used to plot profiles, this study investigated personality characteristics of oppositional children. In general, oppositional children are children who do not do what is asked of them. In particular, oppositional behavior consists of at least 6 months of disobedient, negativistic, and provocative opposition to authority figures which is manifested in at least two of the following five symptoms: (1) violations of minor rules; (2) temper tantrums; (3) argumentativeness; (4) provocative behavior; and (5) stubbornness. Participants, who completed a 600-item PIC, were the parents of 43 oppositional children and 57 compliant children. Their children were between 6 and 12 years of age. Findings suggest that oppositional children may be psychologically maladjusted, have problems in school achievement, be depressed, and tend to come from ineffective families which lack cohesion. Such children may display delinquent tendencies and be somewhat withdrawn. Oppositional children appear to be anxious and to display some features that are similar to those exhibited by children with psychosis. Oppositional children are often overactive, but not when they are severely depressed. These children may also lack social skills and may not have effective social relations. (RH)

DOCUMENT RESUME

ED 290 574
PS 017 131

Phlegar, Janet M.
Good Beginnings for Young Children: Early Identification of High-Risk Youth and Programs That Promote Success.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 22p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($2.25, plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Failure; Demonstration Programs; *Elementary School Students; *High Risk Students; *Identification; Intervention; *Kindergarten Children; Primary Education; Program Descriptions
IDENTIFIERS- *Early Intervention

One of a series designed to assist schools and communities in facilitating children's success in school, this packet provides an overview of some of the issues concerning the early identification and treatment of young children at risk of failing in school, and profiles 16 model programs for students from prekindergarten to third grade. Sections of the packet provide: (1) a brief overview of the issues; (2) a descriptive sampling of programs and practices; and (3) a four-page bibliography of selected resources on early identification and intervention. Contents emphasize approaches that begin early and involve parents, rather than exclusively compensatory programs. Programs described are those that have demonstrated progress with youth of diverse cultural backgrounds or limited English speaking skills. Each profile includes the name, institutional affiliation, address, and telephone number of a contact person. (RH)

ED 290 575
PS 017 135

Gray, Ellen B.
Latchkey Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Adolescents; Behavior Problems; Children; Interpersonal Competence; *Latchkey Children; Peer Influence; *School Age Day Care; Self Esteem; *Skill Development; Student Adjustment
IDENTIFIERS- ERIC Digests; *Self Care

Although it has become commonplace in our society for children to take care of themselves for periods of time every day while their parents work, not much is known about the adequacy or effects of these self-care arrangements. Recent studies have reached very different conclusions regarding academic performance, social skills, self-esteem, school adjustment, influence of peers, and behavior problems of latchkey children. A number of educational curricula have been developed to help children who stay alone to care for themselves, and at least one program attempts to facilitate decision-making about whether to place a child in self-care. Concern about the number of children staying alone has stimulated action on the part of the federal government, state governments, and local communities. (PCB)

ED 290 576
PS 017 153

Smith, Douglas K.
Stability of Cognitive Performance among Nonhandicapped and At-Risk Preschoolers.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; *High Risk Persons; *Intelligence Tests; *Preschool Children; Preschool Education; *Preschool Tests; *Test Reliability
IDENTIFIERS- *Kaufman Assessment Battery for Children; Test Retest Reliability
Stability of K-ABC (Kaufman Assessment Battery for Children)

performance of 33 nonhandicapped and 53 at-risk preschool children was examined over a 9- to 12-month period. A high level of stability for global scale scores as well as subtest scores was indicated for both groups of children. (PCB)

ED 290 577
PS 017 155

Cox, Danetta; Richarz, Sherrill
Traditional and Modernized Characteristics of Registered and Unregistered Family Day Care Providers.
PUB DATE- 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Child Caregivers; *Family Day Care; Occupational Surveys; Professional Associations; *Professional Development; Professional Training; Qualifications

Registered and unregistered family day care providers were questioned regarding their "traditional" (less professionalized) and "modernized" (more professionalized) characteristics as described in Wattenberg's (1977) study of certified family day care providers. Data showed that unregistered providers had significantly less experience than registered providers as members of the labor force outside the home, and that registered providers had significantly more training and information on child care topics. Unregistered providers did, however, request more information on child care topics. In addition, unregistered providers had significantly more children in care than did providers in the registered group. The two groups were not significantly different on other variables in the survey. (PCB)

ED 290 578
PS 017 158

Chapter 1 Pre-Kindergarten Program Guidelines.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
PUB DATE- Oct 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Preschool Children; *Preschool Education; *Program Administration; Program Descriptions; *Program

Development; Program Implementation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document is designed to assist administrators and teachers in developing high quality pre-kindergarten programs which comply with Chapter 1 regulations and guidelines. Information is provided on administration, design, and implementation of programs for disadvantaged young children, as well as on appropriate instructional practices for 4-year-olds. Summaries of pre-kindergarten programs in North Carolina, national exemplary Chapter 1 programs, and National Diffusion Network programs are included. Lists of tests and inventories, materials and equipment, and resources are included in the appendices, along with a bibliography and references. (PCB)

ED 290 579
RC 015 807

Ilvento, Thomas W.; Christenson, James A.
Farm Crisis in Kentucky: What Can We Do?
Kentucky Univ., Lexington. Dept. of Sociology.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Agency Role; Community Resources; *Coping; County Programs; Employment Patterns; *Extension Education; Farmers; *Farm Management; Resources; *Rural Development; Trend Analysis
IDENTIFIERS- *Farm Crisis; *Kentucky; Service Providers

A new era of farming is evolving in Kentucky. Resulting primarily from the loss of medium-sized operations, there has been a decline in the total number of farms. The real value of farmland dropped 16% in Kentucky between 1981 and 1985. More farmers are seeking off-farm employment in order to continue family operations. Similarly, more farmers have returned to a tenant status to continue to farm. These trends will continue along with a "back to basics" approach to farming emphasizing reduced inputs, lower costs, diversification, and new market development. County extension offices can help farmers examine their financial situation including itemizing assets, debt to asset ratios, cash flow, debt service, future projections, and long-range planning. Extension offices can help farmers reorganize their finances by prioritizing loans, establishing more realistic budgets, and discussing alternative methods of payment with creditors. State land grant universities provide farm management programs, options for alternative commodities, programs for farm families, and rural development efforts. Rural development strategies include encouraging farm-related enterprises, technical/managerial assistance for rural entrepreneurs, improving rural services, and natural resource management. Community organizations that can help farmers include schools, churches, farm organizations, chambers of commerce, human service organizations, job services, health agencies, and volunteer groups. (NEC)

ED 290 580
RC 015 975

Lipka, Jerry; Willer, Cristy
Planning, Development, and Change in Bristol Bay: A High School Curriculum. Teacher Guide and Student Text. Unit I: Introduction. Unit II: Village Corporations. Revised.
Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
PUB DATE- 85
NOTE- 143p.; For units III-IV, see RC 015 976; for units V-VII, see RC 015 977.
AVAILABLE FROM- University of Alaska, College of Rural Alaska, Box 621, Dillingham, AK 99576.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; Business; Citizenship Education; Community Characteristics; Community Control; Community Development; Community Organizations; Current Events; *Economic Development; High Schools; Land Use; Learning Activities; Lesson Plans; Local Issues; Maps; Natural Resources; *Self Determination; Social Studies; Tribal Sovereignty; *Units of Study
IDENTIFIERS- *Alaska; Alaska (Bristol Bay); Alaska Native Claims Settlement Act 1972

This combined teacher guide and student text is written with the broad goal of involving high school students in Bristol Bay, Alaska, in the planning and design of their region's future. Unit I introduces changes occurring on village and regional levels, discusses planning strategies for community development, and presents village profiles for study. Unit II focuses on the history, structure, and function of village corporations and guides students in the application of planning concepts and terminology to current and potential situations facing their own villages. Each unit states objectives, lists lessons in the unit, and specifies instructional materials needed. Each lesson (2 for Unit I and 16 for Unit II) includes objectives for the learner and procedures for the teacher. Background reading material for students is provided. Learning activities for students include setting up a mock village corporation, creating a profile of their own village using video or other media, interviewing village residents, and using and making different types of maps. (JHZ)

ED 290 581
RC 015 976

Lipka, Jerry; Willer, Cristy
Planning, Development, and Change in Bristol Bay: A High School Curriculum. Teacher Guide and Student Text. Unit III: 1991 and Beyond. Unit IV: International Perspective. Revised.
Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
PUB DATE- 85
NOTE- 201p.; For units I-II, see RC 015 975; for units V-VII, see RC 015 977.
AVAILABLE FROM- University of Alaska, College of Rural Alaska, Box 621, Dillingham, AK 99576.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; Business; Citizenship Education; Current Events; Decision Making; *Economic Change; Economic Opportunities; Federal Indian Relationship; Federal Legislation; *Futures (of Society); High Schools; *International Studies; Learning Activities; Lesson Plans; Self Determination; Social Studies; Tribal Sovereignty; *Units of Study
IDENTIFIERS- *Alaska; Alaska (Bristol Bay); Alaska Native Claims Settlement Act 1972

Written with the broad goal of involving high school students in Bristol Bay, Alaska, in the planning and design of their region's future, this combined teacher guide and student text contains the third and fourth units of a seven-unit curriculum. Unit III covers the terms of the Alaska Native Claims Settlement Act and the complicated issues related to 1991 when shareholders will be free to sell stock in Native corporations. Unit IV, "International Perspective," helps students become aware that many of the issues facing them are being addressed by Native organizations and Native peoples around the world. Each unit states objectives, lists lessons in the unit, and specifies instructional materials needed. Each lesson (10 for Unit III and 3 for Unit IV) includes objectives for the learner and procedures for the teacher. Background reading material for students is provided from sources such as newsletters, editorials, news reports, and journal articles. Learning activities for students include participating in a youth conference where Native leaders discuss 1991 issues, role playing, researching 1991 issues, and formulating their own resolutions on 1991. (JHZ)

ED 290 582

RC 015 977

Lipka, Jerry; Willer, Cristy

Planning, Development, and Change in Bristol Bay: A High School Curriculum. Teacher Guide and Student Text. Unit V: Oil and Gas Development. Unit VI: Minerals and Mining. Unit VII: State Land Disposal. Revised

Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
PUB DATE- 85
NOTE- 151p.; For units I-II, see RC 015 975; for units III-IV, see RC 015 976.
AVAILABLE FROM- University of Alaska, College of Rural Alaska, Box 621, Dillingham, AK 99576.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; Business; Citizenship Education; Conservation (Environment); Current Events; Decision Making; *Economic Development; Environmental Education; Fuels; High Schools; *Land Use; Learning Activities; Lesson Plans; Mining; *Natural Resources; Policy Formation; Social Studies; *Units of Study
IDENTIFIERS- *Alaska; Alaska (Bristol Bay)

Written with the broad goal of involving high school students in Bristol Bay, Alaska, in the planning and design of their region's future, this combined teacher guide and student text contains the final three units of a seven-unit curriculum. Unit V looks at oil development in the Bering Sea, covering topics such as Alaska's dependence on oil, leasing oil tracts, impacts on the marine environment, and detecting oil related damage to the village environment. Unit VI explores the potential mineral wealth of Bristol Bay and the costs and benefits of mineral exploration and development. Unit VII examines reasons for state land disposals, the concept of private ownership, and impacts of state land disposal. Each unit states objectives, lists lessons in the unit, and specifies instructional materials needed. Each lesson (14 for Unit V, 8 for Unit VI, and 6 for Unit VII) includes objectives for the learner and procedures for the teacher. Background reading material for students is provided from sources such as newsletters, editorials, news reports, and journal articles. Activities for students include designing a survey to study attitudes regarding oil and gas developments, conducting the survey with village residents, and organizing and analyzing survey results. (JHZ)

ED 290 583
RC 016 217

Firesafety...For the Rest of Your Life. Secondary School Fire Safety and Arson Resource.
New York State Dept. of State, Albany. Office of Fire Prevention and Control.

PUB DATE- Aug 82
NOTE- 246p.; Financed in part by the Foundation for Fire Safety.
AVAILABLE FROM- Publications Department, National Fire Protection Association, Batterymarch Park, Quincy, MA 02269 ($36.00, stock number EC-SSC).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Objectives; Curriculum Development; *Fire Protection; Hazardous Materials; Lesson Plans; *Prevention; Resource Materials; Safety; *Safety Education; Secondary Education; Student Evaluation; Units of Study
IDENTIFIERS- *Arson; *Fire Safety Education

This manual consists of nine sections that are designed to provide the secondary classroom teacher with the resources necessary to implement and maintain an effective fire prevention education curriculum. The first three sections provide background information including: (1) a synopsis of the fire problem at the national, state, and local level; (2) a discussion of the appropriate state laws and the roles of interested state agencies; and (3) a description of how the curriculum is organized. Sections 4 through 7 comprise the bulk of the guide and deal with classroom implementation. Section 4 lists 27 desired behaviors in relation to fire/arson, explains why these behaviors were selected, and discusses how they can be effectively and positively presented. Section 5 contains fire safety/arson-related information that provides the teacher with the basic understanding necessary to implement the curriculum. Section 6 gives ways to establish a curriculum evaluation program including suggested measurements, instruments, and testing. Section 7 provides specific lessons keyed to the understanding and attitudinal objectives. Integrated activities are suggested to tie each lesson into English, physical education, or social studies curricula. Section 8 lists additional materials for the classroom. The final section provides 31 pages of handout material. (JHZ)

ED 290 584
RC 016 320

Phelps, Margaret S.
Tennessee Technological University Rural Education Research and Service Consortium. Annual Report 1986-87.
Tennessee Technological Univ., Cookeville. Coll. of Education.
PUB DATE- May 87
NOTE- 14p.; For the 1985-86 report, see RC 016 432.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Research; Elementary Secondary Education; Grants; Higher Education; Program Descriptions; Research Opportunities; Research Projects; *Rural Education; School Effectiveness; Teacher Effectiveness

IDENTIFIERS- Comprehensive Education Reform Act (Tennessee); *Rural Education Centers; *Tennessee Technological University

During 1986-87, the Tennessee Technological University Rural Education Research and Service Consortium continued to facilitate research and service activities of the College of Education faculty in selected rural schools, provide assistance to faculty desiring to engage in such research/service, and provide documentation of school improvement strategies that work in rural schools consistent with provisions of the Comprehensive Education Reform Act of 1984 and the national emphasis on effective schools and teaching. This third annual report reveals that the Consortium added 12 member and 2 associate schools to its 7 initial member schools. Primary activity focused on studies of school effectiveness, enhancement of teacher effectiveness, school improvement service projects with related research components, university faculty development, rural school advocacy, and grantsmanship. Activities enhancing teaching effectiveness included graduate courses/programs, video-taping for self-analysis, release time for professional growth, teacher workshops, and demonstration teaching. School improvement service projects of 20 faculty members are summarized. Teacher education faculty development activities described include five luncheon programs for the Community of Rural Scholars, representation at professional meetings, and involvement in public schools. Plans for grants from the Tennessee Technical University College of Education Foundation, Tennessee Arts Commission, Tennessee Valley Authority, and Appalachian Regional Commission are described. (NEC)

ED 290 585
RC 016 384

Price, David W.; And Others
Problems in the Management of the National School Lunch Program in Washington School Districts. Bulletin 817.
Washington State Univ., Pullman. Coll. of Agriculture.
SPONS. AGENCY- Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- Oct 75
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; Blacks; Breakfast Programs; Cultural Influences; Elementary Secondary Education; Eligibility; Federal Regulation; Labor Problems; *Lunch Programs; Mexican Americans; Nutrition; *Parent Attitudes; Participant Satisfaction; Program Costs; Program Effectiveness; Program Evaluation; School Districts; Self Evaluation (Groups); Staff Development; *Student Attitudes; *Supervisors; Whites
IDENTIFIERS- Commodity Distribution Program; *School Lunch Program; *Washington

To find major problems with the National School Lunch Program, a study was conducted with 1,015 students, their parents, and 16 school lunch supervisors in 18 Washington school districts. When interviewed, only 2% of the students said the lunch program did not need any changes. The needed changes most often mentioned were for "different kinds of food" and "food more like what I have at home." Parents thought the main problems were the type of food served, "not enough to eat," and food preparation. Parents complaints varied significantly among school districts and were inversely related to the districts' rate of participation in the lunch program. Supervisors had fairly accurate perceptions of foods children disliked but not of foods children liked. Most parents (75%) thought lunches were reasonably priced, but 43% thought they could send a sack lunch cheaper. About one-third of the supervisors had problems getting adequate food service help. The distribution system and type of food offered through United States Department of Agriculture commodities were problems for 75% of the supervisors. In many districts parents did not receive adequate information about eligibility for free or reduced-price lunches, and anonymity for recipients of free or reduced-price lunches was a problem. (JHZ)

ED 290 586
RC 016 385

Price, David W.; Price, Dorothy Z.
The Effects of School Lunch Participation, Socioeconomic and Psychological Variables on Food Consumption of School Children.
Washington State Univ., Pullman. Coll. of Agriculture.
REPORT NO.- XB-0912
PUB DATE- 82
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Breakfast Programs; Cultural Influences; *Eating Habits; Economic Factors; Elementary Secondary Education; Followup Studies; Food; *Low Income Groups; *Lunch Programs; Mexican Americans; *Nutrition; Poverty; Predictor Variables; Program Effectiveness; Program Evaluation; Socioeconomic Influences; Whites
IDENTIFIERS- *School Lunch Program; *Washington

Estimates were made of the effects of school lunch participation and various socioeconomic, anthropometric, and psychological variables on the consumption of 20 food items by 8- to 12-year-old children. The study sample consisted of 845 school children in the State of Washington, stratified by ethnic group and by poverty level so that it contained a higher proportion of Black, Mexican American, and below-poverty children than existed in the state. The sample consisted of 436 White, 215 Black, and 194 Mexican American children. Explanatory variables examined included height and weight of the child, household size, income, assets, ethnic group, age, sex, food attitudes, geographic origin, nutritional concern and basic need level of the person in the household responsible for food preparation, whether or not the child had breakfast, and geographic location within the State of Washington. Children fully participating in the lunch program had a higher consumption of fluid milk, mixed dishes, canned vegetables, fats and oils, and sauces and toppings than nonparticipants. Full participants had a lower consumption of fresh fruit, bread and rolls, and cooked cereal. The question of whether these differences stem from school lunch participation or whether they stem from inherent differences in food consumption was examined. (JHZ)

ED 290 587
RC 016 386

Wirth, M. E.; And Others
Farm Employment--Student Attitudes and Expectations. Bulletin 825.
Washington State Univ., Pullman. Coll. of Agriculture.
PUB DATE- Jun 76
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Occupations; *Career Choice; Employment Patterns; *Expectation; Farm Labor; Higher Education; Occupational Surveys; Rural Youth; Salaries; Secondary Education; *Student Attitudes; *Work Attitudes
IDENTIFIERS- Washington

To provide farm employers with a clearer understanding of what is required to attract qualified people for responsible positions and agricultural students with an overview of substantial job opportunities in farm employment, this study summarized agricultural employment trends, reviewed research findings in occupational development, surveyed Washington agricultural students to gain insights on how they perceive farming and full-time farm employment as an occupation alternative, and analyzed student salary expectations. Results from 1972-73 surveys of 109 high school vocational/agricultural students, 93 community college farm management students, and 118 Washington State University farm management students revealed preferences for self-employed farming; desired size of farm on which to work; attitudes toward farm employment related to school level, occupational choice, and residential background; and salary expectations. While 40% of students surveyed ranked self-employed farming as their first occupation choice, only 5% ranked working as a farm employee a first choice. They rated farm employment as markedly inferior to other occupations with respect to income, work environment, acceptance by others, recognition, and achievement. However, they believed farm employment provided more independence on the job and viewed the rural farm setting as a desirable environment in which to reside and raise a family. (NEC)

DOCUMENT RESUME

ED 290 588
RC 016 432

Phelps, Margaret S.
Tennessee Technological University Rural Education Research and Service Consortium. Annual Report 1985-86.
Tennessee Technological Univ., Cookeville. Coll. of Education.
PUB DATE- May 86
NOTE- 10p.; For the 1986-87 report, see RC 016 320.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *College School Cooperation; Educational Research; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; Program Descriptions; *Program Development; Research Opportunities; Research Projects; *Rural Education; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- Comprehensive Education Reform Act (Tennessee); *Rural Education Centers; *Tennessee Technological University

The Tennessee Technological University Rural Education Research and Service Consortium (RERSC) was founded in 1984 to facilitate research and service activities of the College of Education faculty in selected rural schools, provide assistance to faculty desiring to engage in such research/service, and launch a major research thrust consistent with provision of the Comprehensive Education Reform Act of 1984 and the national emphasis on effective schools and teaching. During its second year, project goals were redefined to emphasize studies of rural school effectiveness, enhancement of teacher effectiveness, school improvement service projects, university faculty development, rural education research, and rural school advocacy. Demand for services and opportunities for research have exceeded available financial and faculty resources. During 1985-86, RERSC expanded membership to 5 more schools; established a governance board; collected data from 39 schools for the 100 Rural School Study; sponsored monthly forums; initiated 21 faculty projects in member schools; provided a course in "Improvement of Teaching Through Peer Coaching"; sponsored faculty workshops on school-based research design, ethnographic techniques in education research, and rural education research issues; and facilitated rural field experiences for pre- and inservice educators. The annual report lists authors and titles of 19 faculty research/service projects and 28 research presentations/publications. (NEC)

ED 290 589

RC 016 474

Molgaard, Virginia
The Rural Crisis Comes to School: Leader's Guide for Videotape.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- FE-F-268
PUB DATE- Aug 85
NOTE- 6p.; For teacher handout, see RC 016 475.
AVAILABLE FROM- Publications Distribution, 112 Printing and Publications Bldg., Iowa State University, Ames, IA 50011 ($0.70; limit of 10 per order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Counseling Techniques; Elementary Secondary Education; Leaders Guides; Learning Activities; Listening Skills; Relaxation Training; *Rural Education; School Counseling; *School Role; *Stress Management; Student Needs; *Teacher Response; Videotape Cassettes; *Workshops
IDENTIFIERS- Family Crises; *Farm Crisis; Impact; *Iowa

This leader's guide contains materials for conducting a 1-, 2-, or 3-hour workshop to help teachers develop techniques and classroom activities that will address and alleviate student stress resulting from the rural crisis. Resources for the 1-hour program include introductory remarks, a 28-minute videotape about how the agricultural economic crisis has affected students and staff in four Iowa schools, and a series of discussion questions relating to the videotape. The 2-hour program adds instructions for demonstrating the group relaxation technique "Sanctuary," a brainstorming session on projects to take back to the classroom (writing projects, role plays or dramatizations, puppet activities, assignments related to subject matter areas, and topics/formats for classroom meetings), and an introduction to the muscle relaxation technique "Unwinding." The 3-hour program includes directions for an hour of practicing listening skills using three suggested activities. Background information on emotional aspects of the rural crisis is included in an appendix. (NEC)

ED 290 590
RC 016 475

Molgaard, Virginia
The Rural Crisis Comes to School: Teacher Handout for Videotape.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- FE-F-267
PUB DATE- Aug 85

NOTE- 10p.; For leader's guide, see RC 016 474.
AVAILABLE FROM- Publications Distribution, 112 Printing and Publications Bldg., Iowa State University, Ames, IA 50011 ($.30; 10% discount for more than 100).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling Techniques; Elementary Secondary Education; Learning Activities; Listening Skills; Relaxation Training; *Rural Education; Rural Schools; School Community Relationship; School Counseling; *School Role; *Stress Management; Student Needs; *Teacher Response; Teaching Guides
IDENTIFIERS- Family Crises; *Farm Crisis; Impact; *Iowa

Designed to accompany a 28-minute videotape about the impact of the Iowa agricultural crisis on the school setting, this publication offers suggestions for classroom activities and ways teachers can become effective in reducing student stress. Teachers are encouraged to deal with students with problems by showing sensitivity and warmth, communicating acceptance, and exhibiting a desire to understand. Development of good listening skills (paraphrasing, perception-checking, questioning, pacing, summarizing) is recommended to facilitate classroom discussion on feeling-level topics. Suggestions for school activities to help relieve stress include writing essays, keeping journals, teaching relaxation responses, using puppets and role plays to act out situations, sharing situations and feelings, using subject matter assignments related to the rural crisis, displaying articles and cartoons about the rural crisis on bulletin boards, starting classroom meetings/discussions on issues involving feelings and relationships. Described among symptoms of children/teenagers under stress are disorganization, lack of interest in self and others, preoccupation, sadness and crying, opposite behavior from usual, violence, regression, weight change, fear, fatigue, extreme obedience/compliance, absence from school. Extension publications, books, state and local agencies, and professional school personnel are listed as additional sources of help. Directions for teaching the stress reducing techniques of "sanctuary" and "unwinding" are provided. (NEC)

ED 290 591
RC 016 511

No Student Is a Stranger in New York State Schools.
New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- 87
NOTE- 25p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Career Guidance; Child Welfare; *Compensatory Education; Computer Assisted Instruction; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; *Interstate Programs; *Migrant Education; Parent Education; *Program Descriptions; Special Education
IDENTIFIERS- *Migrant Education Section 143 Projects; *New York

Brief histories of 16 migrant education programs in New York are presented in this report illustrated with photographs of student activities. The programs fall under Section 143 of Public Law 95-561 and are designed to improve interstate cooperation in the best interests of migrant children. The projects included are Computer-Assisted Instruction for Migrants (CAIM), Computer-Assisted Placement in Reading/Math (CAPR/CAPM), Challenging Options in Career Education (CHOICE), Eastern Stream Child Abuse Prevention and Education (ESCAPE), Goals for Youth, Grade Retention and Placement Evaluation (GRAPE), Interstate Dissemination of Educational Materials and Interstate Tutorial Outreach Program (IDEM/ITOP), Interstate Health and Education Linkage Project (I-HELP), Interstate Migrant Secondary Services Program (IMSSP), Migrant Attrition Project (MAP), Migrant Bilingual Teacher Training Institute (MBTTI), Migrant Evaluation-National Pilot Study (MENPS), Migrant Educators' National Training OutReach (MENTOR), National Migrant Special Education Center, Parent Training Project, and Step Beyond. (JHZ)

ED 290 592
RC 016 515

Heaton, Tim B.; And Others

The Timing of Family Formation: Rural-Urban Differentials in First Intercourse, Pregnancy, and Marriage.

PUB DATE- May 87
NOTE- 30p.; Earlier version of this paper was presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Birth Rate; *Early Parenthood; Family Characteristics; Family Planning; Family Size; *Females; Marriage; National Surveys; *Place of Residence; Population Trends; Pregnancy; *Rural Population; *Rural Urban Differences; Sexuality; Socioeconomic Influences; Urban Population
IDENTIFIERS- *Family Formation

The timing of three key family formation events--first sexual intercourse, first conception, and first marriage--was compared for different levels of urbanization. The levels of urbanization considered were central cities, suburbs, nonmetropolitan urban places, and rural area. Data were taken from the National Survey of Family Growth, for which interviews were conducted in 1982 with 7,969 women 15-44 years of age. Results suggested a continuation of urban-rural differences in family structure. Residents of rural areas and urban places outside of metropolitan areas begin sexual activity, conceive, and marry at younger ages than those who live in central cities or suburbs. Earlier initiation of sex and parenthood are largely a result of younger marriage. Premarital sex and conception are no more common in less densely settled areas than in metropolitan centers. Early marriage commits women to family life at a younger age and increases the share of sexual activity and conception occurring within marriage. Results of the study suggest that the improvement of rural women's status may be inhibited by early family formation, and policies aimed at improving opportunities for rural women should take the prevalence of early marriage into account. (JHZ)

ED 290 593
RC 016 522

Moore, Donna
An Annotated Bibliography Related to Establishing a Gifted and Talented Program at the Secondary Level with Concentration on Small, Rural Schools.

PUB DATE- 11 Jun 87
NOTE- 31p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acceleration (Education); Advanced Placement Programs; Annotated Bibliographies; *Gifted; Independent Study; Mentors; Program Descriptions; *Program Development; *Rural Education; Secondary Education; Seminars; *Small Schools; *Special Education; Special Education Teachers; Student Attitudes

To guide personnel in establishing appropriate gifted/talented programs in small, rural secondary schools, this bibliography provides annotated citations for 29 journal articles and books published from 1968 to 1986 which examine all aspects of gifted education. Annotations are divided into 4 sections: the current status of gifted education in rural communities (6 annotations); program and curriculum options for rural secondary schools (19); research regarding teachers of the gifted (4); and effects of classroom climate on self-concept, creative thinking, and attitudes of gifted secondary students (10). Annotations in the program section are subdivided into the areas of general literature (4 annotations), acceleration (8), independent study (3), mentor programs (3), and seminars (1). A separate bibliography lists sources alphabetically by author. A summary, conclusions, and recommendations are also provided. Recommendations suggest that school personnel should seek community involvement to ensure support, teachers should use acceleration to fit pace to the student's ability, staff should use independent study for individualizing curriculum or when small numbers do not warrant a class, and administrators should assign teachers to gifted classes who feel most comfortable acting in the role of facilitators of learning. (NEC)

ED 290 594
RC 016 536

Hall, McClellan; Kielsmeier, James A.
Young People Take the Lead: Cherokee Nation's Approach to Leadership.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; Camping; Community Involvement; Community Programs; *Experiential Learning; High School Students; Junior High School Students; Leadership Qualities; *Leadership Training; Multicultural Education; Outdoor Activities; *Resident Camp Programs; Student Leadership; *Youth Leaders; Youth Programs
IDENTIFIERS- *Cherokee (Tribe); Cherokee Nation Youth Leadership Program; *National Youth Leadership Council; Oklahoma

Oklahoma's Cherokee Nation Youth Leadership Program (CNYLP) began in 1982 with the vision of drawing elements of the tribe together through an innovative youth program designed to instill self-confidence, positive regard for Cherokee identity, and a sense of community spirit through service to others. Patterned after the National Youth Leadership Council program, the Cherokee model provided training of selected high school youth in a challenging, multicultural camp setting, and created ways to "bring back" the motivation generated there and apply it to projects in home communities. Using the Janis-Field Self-Esteem Scale, scores were obtained before and after camp periods. While the 1982 and 1983 pre-camp scores of Cherokee youths were the lowest for all groups, the gains in mean post-camp scores exceeded that for all groups combined for each year. When participants return home, CNYLP attention focuses on home community projects, operated by staff and students. These have had an important impact on the various communities. In 1983, 65 seventh and eighth graders attended the first Cherokee junior high camp, led by the high school leaders, thereby giving them the opportunity to test their newly-acquired leadership skills. Results show that important characteristics for effective Indian leadership are being demonstrated through the behavior of program participants. (JMM)

ED 290 595
RC 016 537

Hall, McClellan
Indian Youth Leadership Development Program.
ORBIS Associates, Washington, DC.
PUB DATE- Aug 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Camping; Communication Skills; Equipment; Ethics; *Experiential Learning; Family Role; *Leadership Training; Management Development; Moral Issues; Outdoor Education; Perspective Taking; Physical Fitness; Process Education; Program Development; Resident Camp Programs; Role Perception; Safety Education; Scheduling; Self Concept; Seminars; Skill Analysis; *Skill Development; Staff Development; *Youth Leaders
IDENTIFIERS- *Indian Youth Leadership Program; *Navajo (Nation); New Mexico; Oklahoma

The Indian Youth Leadership Program and the Indian Youth Leadership Camp (IYLC) were created in 1981 in response to the need to develop specific skills in Indian youth who will assume leadership positions in the future at the family, school, community, tribal, and national level. Patterned after the National Youth Leadership Camp, the IYLC emerged as an 8 to 10 day intensive camp experience (first based near Tahlequah, Oklahoma and later moved to the Navajo reservation in New Mexico). The intent of the IYLC is to facilitate "habilitation," developing skills needed to become functional, competent, independent adults. This is done by emphasizing: discussion and analysis of experiences, transfer of learning to other situations, leadership skill development and hands-on learning, service ethics, non-Indian versus traditional leadership styles, and dealing with conflicts between those styles. Intra-personal, communications, judgment and situational skills and role modeling, family process and belief in personal abilities perceptions are acquired through the habilitation process. A detailed outline and brief explanation of the major features of the camp (such as student selection, staffing, role modeling, leadership seminars, daily schedules, etc.) is included. A sample plan for an IYLC, program management information, and equipment lists are appended. (JMM)

ED 290 596
RC 016 538

Charleston, G. Mike
Longitudinal Evaluation of the Indian Youth Leadership Conferences for the Years 1983-1987.
PUB DATE- Dec 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Camping; *Experiential Learning; Junior High School Students; *Leadership Training; Longitudinal Studies; Multicultural Education; Outdoor Education; *Program Evaluation; Resident Camp Programs; Self Concept; Self Esteem; *Student Attitudes; Student Characteristics; Summer Programs; Tribes; *Youth; Youth Leaders
IDENTIFIERS- *Indian Youth Leadership Program

This report presented results of longitudinal evaluation of Indian Youth Leadership Conference summer camps which provide 8- to 10-day sessions of physical activities and action-oriented problem-solving situations for male and female junior high aged Indian students aimed at developing skills and motivation. The evaluation provided information about the nature of participants, their overall impressions of the camps, and a series of pre-test and post-test measures relating to perceptions about academic and vocational opportunities and self-esteem. Data from 1983-1987 indicated participants entered camp with relatively high levels of academic self-concept and above average participation in school/community activities. The selection process was biased toward Indian students with strong academic/leadership records and positive teacher/counselor recommendations. Overall, participants responded with very favorable ratings of the camp experience and were willing to recommend the experience to a good friend. Approximately 31% were highly satisfied, indicating significantly higher measures of personal effort during camp and more interest in participating in a high school leadership program than other participants. Results indicated camps had a positive impact on participants. It was recommended that the camps be continued. The evaluation report contained several recommendations for future evaluations aimed at strengthening direct measures of development of leadership skills. (NEC)

ED 290 597
RC 016 543

Chi, Peter S. K.
Conceptualization and Measurement of Health Status for Migrant Farmworkers.
PUB DATE- 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Personnel; *Concept Formation; Disabilities; Environment; Evaluation Methods; *Farm Labor; Health Needs; Measurement Techniques; Mental Health; *Migrant Workers; Perception; *Physical Health; Questionnaires; Social Characteristics; Social Status; Surveys; *Well Being
IDENTIFIERS- *Health Status; *New York (Wayne County)

The multidimensional concept of health status (complete physical, mental and social well-being, and not merely the absence of disease or infirmity) was applied to migrant farmworkers, in an attempt to propose appropriate measures of the three dimensions of health and general health perceptions (GHP) of past, present and future health status. Data were obtained from the New York Migrant Health Interview Survey, conducted in Wayne County, New York in the summer of 1982. A randomly drawn, representative sample of 218 migrants responded to a 113-item questionnaire containing a limited number of measures concerned with health: 18 items on the Index of General Well-being (GWB) (a composite measure of mental health), 3 items on general health perceptions, and 1 question on physical health. When asked about their GHP, about 23% of migrant farmworkers reported stable health, 3% extremely low health, and 8% excellent health status. The study showed that the number of disability days was not a good measure of the physical health of capacity and the presence and severity of specific health problems was a preferred measure. The measure of mental health status was significantly correlated with the GWB. No measure of social health was included in the survey. (JMM)

ED 290 598
RC 016 544

Horwood, Bert
Experiential Education in High School: Life in the Walkabout Program.
Association for Experiential Education, Boulder, CO.
PUB DATE- 87
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Adult Development; Educational Environment; *Experiential Learning; *Field Experience Programs; Governance; High Schools; Participative Decision Making; School Organization; Staff Role; Student Attitudes; Student Experience; Student Participation; *Student School Relationship; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Jefferson County Open High School CO; *Life Transitions; Walkabout

Based on interviews with students and staff and several months of observing life and work in the school, this report examines Colorado's Mountain Open High School, where the program is based on the notion that secondary education should be the rite of passage from adolescence to mature adulthood. Chapter One introduces the people and facilities of Mountain Open High School, and the methods used to obtain information about them. Chapter Two outlines the program and resources, including personnel, facilities, and activities. Chapter Three portrays the critical routines of the school. Chapter Four gives student views of the challenges and demands of independence and responsibility. Chapter Five is devoted to student and staff accounts of interpersonal relationships and the troubles that occur in an experiential program. Chapter Six describes the essential elements of Walkabout, a trip, and two passages. The final chapters put Mountain Open High School into a broader educational framework and extract lessons the school has for experiential education in general. A glossary of terms concludes the account. (JHZ)

ED 290 599
RC 016 545

Riffel, J. Anthony; Sealey, D. Bruce
Education in Norway House.
Norway House Education Authority (Manitoba).
PUB DATE- Dec 87
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; Community Attitudes; Community Control; Elementary Secondary Education; Foreign Countries; Parent Attitudes; Program Descriptions; *School Community Relationship; *School District Autonomy; *School Effectiveness; Special Education; Student Attitudes; Vocational Education
IDENTIFIERS- *Cree (Tribe); *Manitoba

In 1988 Norway House Indian Band in Manitoba, Canada, will assume control of education for its young people, a move which is supported by 80% of its adult members. With an immediate enrollment of 800 students and predicted growth in enrollments, the Band has the potential to develop a high quality educational program at reasonable cost. The Band will inherit a system of education marked by modern, well-maintained facilities and an efficient system of student transportation but characterized by achievement difficulties and a lack of cooperation among parents, students, and teachers. Developing a sense of educational partnership is absolutely essential and must be a top priority. The following items are scheduled to receive immediate attention from the Band's leadership: (1) development of ways to improve home and school relationships as well as to improve the community image of the high school; (2) development of a strong counseling department; (3) review of the high school program, including an examination of the nature of programs for mature students and returning high school drop-outs; (4) examination of vocational and industrial education; (5) assessment of provisions for special and remedial education; and (6) review of student promotion policies. (JHZ)

ED 290 600
RC 016 549

Martin, Kenneth E.; Luloff, A. E.
State Rural Policy Initiatives: Their Time Has Come.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.; New Hampshire Univ., Durham. Agricultural Experiment Station.
PUB DATE- 87
NOTE- 19p.; An earlier version of this paper was presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Community Development; Federal State Relationship; *Government Role; Higher Education; Institutional Cooperation; *Policy Formation; *Program Development; Rural Areas; *Rural Development; Rural Economics; Rural Extension; State Action; Statewide Planning
IDENTIFIERS- Pennsylvania; *Rural Policy Centers; *State Initiatives; United States (Northeast)
The diminishing role of the federal government in rural development has created an opportunity for new initiatives in this area. One potentially useful response is the creation of a state-rural policy center. Such centers can combine the efforts of land grant institutions, extension services, and state universities in the development and evaluation of rural policy issues and responses to the many changes occurring in the rural sector. Rural economic development efforts are needed that promote local government capacity building and attract business and industry to rural areas. Regional approaches, circuit riding professionals, cooperatives for production and marketing, and telecommunications technologies are some of the options that promote rural development and link the rural sector and economy with the larger urban sector and global economy. Based on these issues and changes, several broad areas need focused attention and study in order to enhance the prospect of rural development: rural people and communities, economic development, local government finance, community services, natural resources and environment, rural values and social change, and educational outreach in rural areas. The rural development needs of Pennsylvania (the state with the largest rural population in the nation) and recent efforts in that and other Northeast states are cited. (NEC)

ED 290 601
RC 016 550

Lyson, Thomas A.
A Note on the Increase of Female Farmers in the United States and New Zealand.
Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.
SPONS. AGENCY- New York Agricultural Experiment Station, Ithaca.; South Carolina Agricultural Experiment Station, Clemson.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987). Research supported in part by the New Zealand and United States Educational Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Trends; Census Figures; Cohort Analysis; *Employment Patterns; Equal Opportunities (Jobs); *Farmers; Farm Management; *Females; Males; *Nontraditional Occupations
IDENTIFIERS- Census 1970; Census 1980; *New Zealand; *United States

The most recent census data from the United States and New Zealand show a dramatic increase in the number of female farmers and farm managers and support two explanations for this increase. First, the 1970s saw large numbers of women enter traditionally male occupations as many of the formal and informal barriers were removed. One consequence of this movement toward equality was an influx of women into agricultural occupations. A second reason for this increase can be linked to changes in the structure of agriculture. Full-time farming opportunities for men have been decreasing and part-time production is no longer the mode in many areas. To the extent that farm wives--especially those without off-farm jobs--assume responsibility for farm management, there will be an increase in the number of women who begin to perceive themselves as farmers. Each of these explanations leads to a different set of expectations regarding the characteristics of the new female farmers. The first explanation suggests that the increase would be concentrated among younger cohorts of women. The second explanation points to increases among all age cohorts, but concentrated in those cohorts where the number of male farmers is decreasing. (Author/NEC)

DOCUMENT RESUME

ED 290 602
RC 016 551

Fuguitt, Glenn V.; And Others
Nonmetropolitan Population Deconcentration in the 1980s. CDE Working Paper 87-34.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
PUB DATE- 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; Comparative Analysis; Demography; Population Distribution; *Population Trends; *Rural Areas; Rural Development; *Rural Population; Trend Analysis; *Urban to Rural Migration
IDENTIFIERS- Census 1960; Census 1970; Census 1980; *Counties; Impact Studies

Several demographic aspects of population concentration and deconcentration within the nonmetropolitan sector during 1960-1984 are examined using census data. Relative rates of urban and rural growth during 1960-70, 1970-80, and 1980-84 are compared. Shifts in the proportion of nonmetropolitan counties experiencing rural growth during 1980-84 are identified. The changing proportion of counties experiencing urban-rural deconcentration are documented. Temporal shifts in the character of nonmetropolitan urban-rural deconcentration are studied. Findings indicated that the 1970s saw a widespread pattern of population deconcentration within the country. This included population decline in the nation's largest cities, a continuing pattern of metropolitan suburbanization, more rapid growth in smaller than larger Metropolitan Statistical Areas, population redistribution away from the densely-settled North, and a reversal in growth patterns between metropolitan and nonmetropolitan areas. The 1970s produced a widespread pattern of growth favoring rural over urban nonmetropolitan areas, affecting most areas of the country and types of counties. The unprecedented pattern of urban-rural deconcentration continued into the 1980s, despite a diminution in overall levels of nonmetropolitan growth and a return to faster overall metropolitan than nonmetropolitan growth. The interdependence between the demographic process and many interrelated aspects of the economy and society makes predictions about future population deconcentrations difficult. (NEC)

SE

ED 290 603
SE 048 833

Williams, Edward, Ed.; And Others
Fundamentals of Mathematics, Part 1. Preparing Students for the RCT. Experimental Edition. Revised.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- Jun 81
NOTE- 219p.; For related documents, see SE 048 834-835.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Computation; Geometry; Lesson Plans; *Mathematical Concepts; Mathematical Formulas; *Mathematics Instruction; Measurement; Probability; *Problem Solving; Secondary Education; *Secondary School Mathematics; Statistics; *Teaching Guides
IDENTIFIERS- *New York City Board of Education

These materials are intended to provide meaningful mathematical experiences for pre-algebra students. These experiences emphasize the development of computational skills, mathematical concepts, and problem-solving techniques. This bulletin may be used as the basis for the first term of a one-year course. The complete course is divided into 12 basic units, six of which are presented here. Units one through six are: (1) formulas; (2) introduction to algebra; (3) metric measurement; (4) plane geometry; (5) money management; and (6) probability and statistics. Each individual lesson includes the aim, performance objectives, essential vocabulary, specific teaching suggestions, applications, and a summary. The mathematical skills and concepts are arranged in a sequential order allowing for the spiraling of skills among units and semesters. (PK)

ED 290 604
SE 048 834

Goldberg, Judy, Ed.
Fundamentals of Mathematics, Part 1. Extended Time Frame.

Experimental Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6009-40; ISBN-0-88315-552-4
PUB DATE- 84
NOTE- 311p.; For related documents, see SE 048 833-835.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Geometry; *Lesson Plans; Mathematical Formulas; *Mathematics Instruction; Measurement; Probability; *Remedial Mathematics; Secondary Education; *Secondary School Mathematics; Statistics; *Teaching Guides
IDENTIFIERS- *New York City Board of Education

This curriculum guide is an adaptation for students who need to proceed more slowly with new concepts and who also require additional reinforcement. The materials have been designed to assist the teacher in developing plans to be utilized in a variety of classroom settings. The guide can be used to develop both individual and group lessons. In addition to pre-assessment exercises and an evaluation form, units included are: (1) formulas; (2) algebra; (3) the metric system; (4) geometry; (5) money management; and (6) probability and statistics. Each lesson includes the aim, performance objectives, essential vocabulary, specific teaching suggestions, applications, and a summary. (PK)

ED 290 605
SE 048 835

Blake, Sylvia, Ed.; And Others
Fundamentals of Mathematics, Part II. Preparing Students for the RCT. Experimental Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6090-31; ISBN-88315-634-2
PUB DATE- Dec 81
NOTE- 185p.; For related documents, see SE 048 833-834.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Analytic Geometry; *Computation; Equations (Mathematics); Graphs; Lesson Plans; *Mathematical Concepts; *Mathematics Instruction; Measurement; *Problem Solving; Secondary Education; *Secondary School Mathematics; Solid Geometry; *Teaching Guides
IDENTIFIERS- *New York City Board of Education

These materials are intended to provide meaningful mathematical experiences for pre-algebra students. These experiences emphasize the development of computational skills, mathematical concepts, and problem-solving techniques. This bulletin may be used as the basis for the second term of a one-year course, or for the second year of a two-year course. The complete course is divided into 12 basic units, the last six of which are in this bulletin. These are: (1) solving simple equations; (2) tables, graphs and coordinate geometry; (3) banking; (4) areas; (5) indirect measure and scaling; and (6) solid geometry. Each individual lesson includes the ajm, performance objectives, essential vocabulary, specific teaching suggestions, applications, and a summary. The mathematical skills and concepts are arranged in a sequential order allowing for the spiraling of skills among units and semesters. (PK)

ED 290 606
SE 048 836

Helgeson, Stanley L.
The Relationship between Curriculum and Instruction and Problem Solving in Middle/Junior High School Science. ERIC/SMEAC Information Bulletin No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 9p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Critical Thinking; Inquiry; Junior High Schools; Middle Schools; *Problem Solving; Process Education; *Science Curriculum; Science Education; *Science Instruction; Scientific Methodology; Secondary Education; *Secondary School Science
IDENTIFIERS- *Science Education Research

Problem solving has long been a concern of science educators, with many asserting that problem solving should be both the overriding method and valued outcome of science instruction in American schools. This information bulletin synthesizes studies that deal with the relationships between the teaching of problem solving and secondary school science curricula. The first section of the document notes some of the inconsistencies in the use of terms related to problem solving and adds that rather than define problem solving, the process by which solutions are obtained are categorized and described instead. In addition to the term problem solving, other related terms used by some researchers and practitioners include scientific method, scientific thinking, critical thinking, inquiry skills, and science processes. The second section examines the large segment of the science education research which deals with problem solving as it relates to various aspects of instruction on students' problem-solving abilities. The third major section focuses on the concern that some science curriculum developers have had with problem solving. A variety of science curricula are described, particularly as they relate to problem-solving skills. A final section discusses implications for instruction. (TW)

ED 290 607
SE 048 837

Stevens, K. J.
Science, Technology and the Reorganization of New Zealand Education.
PUB DATE- 87
NOTE- 25p.; Paper presented at the National Education Conference (Claremont, Perth, Western Australia, September 27-October 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; Educational Change; Foreign Countries; Government Role; Higher Education; *Labor Force; School Business Relationship; Science and Society; Science Curriculum; Science Education; Science Instruction; Scientific Literacy; *Secondary Education; Secondary School Science; Technological Advancement; *Technology; *Technology Transfer; *Vocational Education
IDENTIFIERS- *New Zealand

The key to New Zealand's future prosperity lies in the promotion of science and technology. Two major issues are identified: (1) the need to close the scientific and technological manpower gap that is increasingly being experienced; and (2) the need for a re-organized system of vocational education. The implications for teaching and learning in New Zealand's secondary schools, Institutes of Technology and Universities in producing students who will be scientifically and technologically literate are far-reaching and call for a re-organization of the relationships between classrooms, industry and government. This document examines each of these aspects of education in New Zealand. (Author/TW)

ED 290 608
SE 048 838

Zeitoun, Hassan H.
The Competencies of Pre-Service Egyptian Biology Teachers in Identifying and Correcting Misconceptions about Photosynthesis in a Written Answer: An Evaluative and Correlational Study.
PUB DATE- 87

NOTE- 62p.; Paper presented at the International Seminar on Misconceptions and Educational Strategies in Science and Mathematics (2nd, Ithaca, NY, July 26-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; College Science; *Concept Formation; Foreign Countries; Higher Education; *Misconceptions; *Photosynthesis; *Preservice Teacher Education; Science Education; Science Instruction; *Science Teachers; Secondary Education; Secondary School Science
IDENTIFIERS- *Egypt

The purpose of this study was mainly to: (1) assess the competencies of pre-service biology teachers in identifying and correcting student misconceptions about photosynthesis; (2) search for relationships which might exist between each competency and a set of four independent variables, namely, background knowledge about photosynthesis, field-independent/field-dependent cognitive style, previous teaching practice of photosynthesis, and previous experience of scoring students' written assignments or tests; and (3) select the best predictors of each competency from this set of independent variables. The subjects selected for the study consisted of 200 prospective teachers enrolled in two colleges of education in Egypt. An instrument was developed by the investigator to measure the competencies of identifying and correcting misconceptions about photosynthesis. In general, the findings of this study imply that teacher training institutions should develop training programs that increase pre-service teachers' competencies in diagnosing and correcting students' misconceptions. (Author/TW)

ED 290 609
SE 048 839

Selvadurai, Ranjani H.

The Determination of Transfer of Learning from an Introductory Course to an Advanced Course in the Department of Biological Sciences at New York City Technical College.

PUB DATE- Jan 85
NOTE- 37p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *Biology; *College Science; Higher Education; *Introductory Courses; Lecture Method; *Science Curriculum; Science Education; Science Instruction; *Technical Education
IDENTIFIERS- *Science Education Research

The purpose of this study was to determine transfer of learning from an introductory to an advanced course in biology. All lecture sections in the advanced course at New York City Technical College were used for random sampling in the study. These lecture sections consisted of a mixture of students who were exposed to techniques of transfer of learning through the introductory course and those who were not exposed to the techniques of transfer of learning, but directly entered the advanced course. The findings of the study indicated that there was a significant difference between the mean cumulative lecture grade of students exposed to transfer of learning and the mean cumulative lecture grade of students not exposed to transfer of learning. As a result of the study it was recommended that the introductory course be mandated as a pre-requisite for the advanced course, and that further studies be conducted for an extended period of time prior to such a decision. It was further recommended that other introductory courses be redesigned and evaluated for positive transfer of learning to advanced courses in the Department of Biological Sciences and college-wide. (Author/TW)

ED 290 610
SE 048 841

Cleaning Up the Seas. UNEP Environment Brief No. 5.
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 87
NOTE- 9p.; Charts and drawings may not reproduce well. Document printed on colored paper.
AVAILABLE FROM- United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); Ecological Factors; *Environmental Education; *Global Approach; *International Cooperation; International Organizations; *Marine Biology; Marine Education; *Oceanography; Science and Society; Waste Disposal; *Water Pollution; Water Resources; Wildlife
IDENTIFIERS- *United Nations Environment Program

While the open oceans remain relatively unpolluted, many coastal areas are suffering from oil, sewage, industrial wastes, and agricultural run-off. This document presents some of the key facts related to these kinds of water pollution. It focuses on the major sources of contamination in the world's seas, and provides an overview of how these pollutants reach the oceans. A major portion of the brief summarizes what the United Nations Environment Programme (UNEP) is doing, beginning with the UN Conference on the Human Environment in 1972, and focusing on the development of regional action plans. It discusses the ocean monitoring activities of several international organizations and describes some of the actions taken to protect marine mammals. The document also provides a status report of the ten regional seas programs now in existence through UNEP. These programs focus upon: (1) the Mediterranean; (2) the Kuwait region; (3) the Wider Caribbean; (4) West and Central Africa; (5) Eastern Africa; (6) East Asia; (7) the Red Sea and the Gulf of Aden; (8) the South Pacific; (9) the South-east Pacific; and (10) South Asia. (TW)

ED 290 611
SE 048 842

Safeguarding the World's Water. UNEP Environment Brief No. 6.
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 87
NOTE- 9p.; Charts and drawings may not reproduce well. Document printed on colored paper.
AVAILABLE FROM- United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Climate; Depleted Resources; *Drinking Water; Ecological Factors; *Environmental Education; Foreign Countries; *Global Approach; *International Cooperation; International Organizations; Natural Resources; Physical Environment; Quality of Life; Waste Disposal; *Water Quality; *Water Resources
IDENTIFIERS- Environmental Problems; Freshwater Systems; *United Nations Environment Program

Two things make water a unique natural resource: (1) water is essential for human survival; and (2) the total amount of water in the world is constant. This document focuses on the increasingly difficult task of satisfying the collective thirst of people, industry, and agriculture without damaging the world's limited resources of fresh water. It presents a set of key facts regarding the planet's fresh water supplies and summarizes what the United Nations Environment Programme (UNEP) has been doing to deal with this problem since the UN Conference on the Human Environment in 1972. The Environmentally Sound Management of Inland Water Resoures (EMINWA) program is described and EMINWA's action plan for the Zambezi River is discussed. The problems of drought and desertification are also addressed, and a bibliography of additional resources is provided. (TW)

ED 290 612
SE 048 843

Project Learning Tree. A Program of the American Forest Foundation.
American Forest Foundation, Washington, DC.

PUB DATE- 87
NOTE- 48p.; These materials have been developed in conjunction with the national "Take Pride in America" program, a Federal interagency environmental education effort being coordinated by the U.S. Department of Agriculture and the U.S. Department of the Interior. For a related resource guide, see ED 234 280.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Environmental Education; Forestry; *Interdisciplinary Approach; Language Arts; Mathematics Education; Mathematics Instruction; Natural Resources; *School Business Relationship; Science Education; Science Instruction; Secondary School Mathematics; Secondary School Science; Social Studies; *Teacher Education; *Trees; Workshops
IDENTIFIERS- Environmental Education Programs; *Project Learning Tree; *Take Pride in America Program

Project Learning Tree (PLT) is a supplementary environmental education program intended for use in and out of the classroom with young people, their leaders, and teachers in kindergarten through grade 12. The PLT curriculum provides supplementary activities in various subject areas, such as social studies, language arts, mathematics, science, and art. This document provides both a description and rationale for the program. It also details the process through which the program has evolved since 1976. It includes sections dealing with: (1) the goals of PLT; (2) how the PLT process works; (3) the administration of PLT; (4) some of the distinguishing features of PLT; and (5) examples of some of the national recognition the program has received. Attached is a brief flyer that summarizes and promotes the program, along with three issues of "The Branch," PLT's newsletter. (TW)

ED 290 613
SE 048 844

Zeph, Paul T.
S.E.E.D. Schoolroom Environmental Experiences for Dayton.
Aullwood Audubon Center and Farm, Dayton, OH.
PUB DATE- Oct 87
NOTE- 31p.
AVAILABLE FROM- Aullwood Audubon Center & Farm, 1000 Aullwood Rd., Dayton, OH 45414 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Controversial Issues (Course Content); *Creative Dramatics; *Elementary School Science; Elementary Secondary Education; *Endangered Species; *Environmental Education; Food; Poisons; Role Playing; Science Education; Secondary School Science; Simulation; *Social Studies; *Soil Conservation; Water Pollution; Water Quality; Wildlife
IDENTIFIERS- *Environmental Education Programs

This booklet contains descriptions of four programs that were developed by the Aullwood Audubon Center and Farm (Dayton, Ohio) for educators to present to school classrooms. They focus on environmental issues, involve creative dramatics, and promote student participation in protecting and caring for their environment. "Endangered Animals" (for grades 1-3) uses the bald eagle as an example to help students learn the needs of animals for survival and contains tips for presenting a class play about deciding the fate of one eagle. "Magic Soil" (for grades 1-3) looks at the food we eat and where it comes from. This program emphasizes the need to care for our soil. "Something's in the Water" (for grades 4-6) uses a fairy tale theme in which students help solve the mystery of a poisoned water supply, and then role play in a town meeting to work out a solution to the problem. The last program described, "One Rainy Day" (for grades 6-9), involves the students in an exploration of the complex problem of acid rain. (TW)

ED 290 614
SE 048 845

Abrams, Karol
Severe Weather Perceptions.
PUB DATE- Oct 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Climate; *Natural Disasters; *Public Education; *Public Opinion; Questionnaires; Science and Society; Science Education; *Surveys; *Vocabulary; *Weather; Wind (Meteorology)

Severe weather is an element of nature that cannot be controlled. Therefore, it is important that the general public be aware of severe weather and know how to react quickly and appropriately in a weather emergency. This study, done in the community surrounding the Southern Illinois University at Carbondale, was conducted to compile and analyze data on public perceptions in a severe weather situation. The specific objective was to identify specific problem areas concerning safety education and some of the confusion about basic terminology. The study suggests that there exist not only some confusion over the terminology of "watch" and "warning," but also some education may be necessary for public safety. The results indicate a need for further study in the area of weather perceptions, as well as an increased emphasis on the development of educational programs that would be aimed at improving the understanding among members of the public. The appendix includes the survey instrument used in the study. (TW)

ED 290 615
SE 048 846

Koplowitz, Herb

Piaget's Constructionist Epistemology. An Exploration and a Comparison with Several Alternative Theories.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 79

NOTE- 78p.; Contains some light and broken type. A Cognitive Development Project prepared by the Heuristics Laboratory.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; *Concept Formation; *Epistemology; *Learning Theories; Misconceptions; Models; *Piagetian Theory

The world presented to our senses is essentially continuous in space and time. The simplest observations of children have shown that we are not born with ways of "breaking up" the world. The structures of our knowledge must be developed, and the major issue this paper considers is how those structures develop. The discussion focuses on Jean Piaget's position and how it compares to several alternative positions. The alternative positions discussed hold in common that the structures of knowledge are copies of other structures. B. F. Skinner and Eleanor Gibson state that the structures of knowledge are copies of the structures of the world. Benjamin Whorf and the logical positivists believe the structures of knowledge to be taken from the structures of language. The Gestaltists tried to reduce the structures of knowledge to the structures of perception. It is concluded that Piaget provides a theory in which structures of knowledge grow from previous structures of knowledge through action, disequilibrium, and equilibration. It is argued that further research is needed, however, for "equilibration" to become an explanatory rather than just a descriptive term. (TW)

ED 290 616
SE 048 847

Narode, Ronald B.
Constructivism in Math and Science Education.
PUB DATE- Jan 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; *Cognitive Structures; Concept Formation; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Epistemology; *Learning Theories; Mathematics Education; *Mathematics Instruction; *Piagetian Theory; Science Education; *Science Instruction; Secondary School Mathematics; Secondary School Science
IDENTIFIERS- *Constructivism

Beneath educational pedagogies lie philosophical assumptions about the nature of learning, knowledge, truth and morality. These different philosophies form the foundations of a variety of instructional programs in all academic disciplines. This paper addresses constructivism, a recent attempt to provide a philosophical pedagogy which affects classroom instruction, teacher training, curriculum development, and educational research. It specifically looks at constructivist theory as it relates to mathematics and science education. In so doing, the paper examines: (1) epistemology in the classroom; (2) epistemology in education research; (3) epistemology in mathematics and science (faith and skepticism); (4) Piaget's constructivist epistemology; and (5) implications for education. A bibliography is included. (TW)

DOCUMENT RESUME

ED 290 617
SE 048 848

Good Ideas at Work for Education. Take Pride in America Program.
Department of Education, Washington, DC. Office of Intergovernmental and Interagency Affairs.; Federal Interagency Committee on Education, Washington, D.C.
PUB DATE- 87
NOTE- 25p.; These materials have been developed in conjunction with the national "Take Pride in America" program, a Federal interagency environmental education effort being coordinated by the U.S. Department of Agriculture and the U.S. Department of the Interior. For a related resource guide, see ED 234 280.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Environmental Education; Interdisciplinary Approach; *National Programs; *Natural Resources; Quality of Life; *School Business Relationship; *School Community Programs; School Community Relationship; Voluntary Agencies; *Volunteers
IDENTIFIERS- Environmental Education Programs; *Take Pride in America Program

Take Pride in America (TPIA) is a national campaign and partnership between public and private organizations and individuals who are committed to: (1) increasing awareness of the importance of the wise use of our natural and cultural resources; (2) encouraging an attitude of stewardship and responsibility toward our public and private resources; and (3) promoting participation by individuals, organizations, industry, and communities in caring for all our lands and resources through local volunteer projects. This document describes the TPIA's Workfest '87 program which is designed to focus attention on the TPIA campaign by encouraging citizens in every community to volunteer to participate in a local stewardship project or plan a future TPIA event. It includes a list of reminders for getting started and working on such a project. Also included are descriptions of 24 TPIA efforts already underway, along with the guidelines for the TPIA awards program, and a list of TPIA state contacts. (TW)

ED 290 618
SE 048 849

Take Pride in America.
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.

PUB DATE- 87
NOTE- 20p.; These materials have been developed in conjunction with the national "Take Pride in America" program, a Federal interagency environmental education effort being coordinated by the U.S. Department of Agriculture and the U.S. Department of the Interior. For a related resource guide, see ED 234 280.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Land Use; Natural Resources; School Business Relationship; *School Community Programs; School Community Relationship; *State Programs; *Volunteers
IDENTIFIERS- Environmental Education Programs; Indiana; *Take Pride in America Program

During the 1987-88 school year the Indiana Department of Education assisted the United States Department of the Interior and the Indiana Department of Natural Resources with a program which asked students to become involved in activities to maintain and manage public lands. The 1987 Take Pride in America (TPIA) school program encouraged volunteer stewardship programs to help protect, enhance and manage public lands such as school sites, forests, parks, water reservoirs, historical sites, fish and wildlife areas, public nature preserves, and wilderness areas. This document describes the seven TPIA programs that were selected as state finalists by a TPIA selection committee. Also included are some suggestions for environmental improvement and community preservation and restoration projects, copies of the TPIA entry forms and certificates of recognition, and sample letters used in promoting the TPIA program in Indiana. (TW)

ED 290 619
SE 048 850

Prather, J. Preston
Analysis of the Educational Implications of the Concept of Scientific Revolutions.

PUB DATE- 87
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary School Science; Elementary Secondary Education; Science Curriculum; Science Education; *Science History; *Science Instruction; *Scientific Attitudes; *Secondary School Science; Student Attitudes; *Teacher Education; *Textbook Research
IDENTIFIERS- *Kuhn (Thomas)

This paper is based on the work of Thomas Kuhn, a physicist turned philosopher and historian of science. In his book, "The Structure of Scientific Revolution," he posited a new concept of the nature and history of science and strongly criticized the current textbook tradition of science education. This study analyzed Kuhn's concept of science, examined his criticism of science teaching, and synthesized the responses of some of his critics for speculative insight into related issues of curriculum development, student attitude toward science, and teacher training. The analysis revealed a perceived incompatibility of many facets of the current textbook tradition with a historical approach to science teaching. (TW)

ED 290 620
SE 048 851

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 13, Number 3, 1987.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Science; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Geology; Higher Education; *Methods Courses; *Preservice Teacher Education; *Secondary School Science; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Science Education Research

Abstracts and abstractors' critiques of six research reports related to preservice teacher education and instruction are presented. Aspects addressed in the studies include: (1) teaching strategy analysis models in middle school science education courses; (2) concerns-based adoption model (CBAM): basis for an elementary science methods course; (3) comparison of preservice elementary teachers anxiety about teaching students to identify minerals and rocks and anxiety of students in geology courses about identification of minerals and rocks; (4) the sequence of learning cycle activities in high school chemistry; (5) the influence of repeatable testing on retention in mastery learning; and (6) the effectiveness of laboratory photomicrography for studying microbiology in Nigerian secondary schools. Included for each study are the purpose, rationale, research design and procedure, findings, and interpretations. Four responses to critiques are also contained in the document, two to studies in this issue and two to studies in an earlier issue. (TW)

ED 290 621
SE 048 852

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 13, Number 4, 1987.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 87
NOTE- 65p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Chemistry; College Science; *Elementary School Science; Elementary Secondary Education; *Environmental Education; National Surveys; Physics; *Problem Solving; Process Education; *Science Curriculum; Science Education; *Science Instruction; Science Laboratories; *Secondary School Science; Student Attitudes; Supervisors
IDENTIFIERS- Science Education Research

Abstracts and abstractors' critiques of nine published research reports related to problem solving, elementary school science, science process skills, and curriculum and instruction are presented. Aspects addressed in the studies include: (1) problem-solving skills of high school chemistry students; (2) spatial puzzles and the assessment of children's problem-solving performance; (3) high school students' ability to solve molarity problems and their analog counterparts; (4) the development of a children's science measure; (5) teacher and supervisory perceptions of elementary science supervision; (6) student task involvement and achievement in process-oriented science activities; (7) attainment of skills in using science processes: instrumentation, methodology, and analysis; (8) secondary school students' beliefs about the physics laboratory; and (9) a national survey of curriculum needs as perceived by professional environmental educators. Included for each study are the purpose, rationale, research design and procedure, findings, and interpretations. (TW)

ED 290 622
SE 048 853

Pfeiffer, C. Boyd; Sosin, Mark
Aquatic Resources Education Curriculum.
American Fishing Tackle Manufacturers Association, Barrington, IL.
REPORT NO.- ISBN-0-8403-4458-9
PUB DATE- Nov 87
NOTE- 334p.
AVAILABLE FROM- Kendall Hunt Publishing Company, 2460 Kerber Blvd.,

P.O. Box 539, Dubuque, IA 52001 ($20.00 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Aquatic Sports; Biological Sciences; Conservation (Environment); *Environmental Education; *Ichthyology; Marine Education; *Outdoor Education; *Recreation; Science and Society; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; Water Quality; Water Resources; Wildlife
IDENTIFIERS- Fishes; *Fishing Industry

Fishing is one of the oldest and most popular outdoor activities. Like most activities, fishing requires basic knowledge and skill for success. The Aquatic Resources Education Curriculum is designed to assist beginning anglers in learning the basic concepts of how, when, and where to fish as well as what tackle to use. The manual is designed to be used in beginning sport fishing classes. It is intended to be an independent, self contained curriculum and incorporates lesson plans, background texts, and lists of other resources including state and federal agencies, tackle companies and conservation organizations. The manual is divided into four major units of study including: (1) a fishing primer; (2) becoming a better angler; (3) understanding fish and their environment; and (4) water resources for our future. These units have been subdivided into 28 individual lessons. There is an additional lesson on careers at the end. Appendices include a glossary, bibliography, sources of additional information or assistance, sources of fishing tackle, equipment, free and/or inexpensive materials, and graphics to supplement the lessons. Each lesson plan contains objectives, a list of needed materials, an outline of the lesson content and suggested classroom procedures. (CW)

ED 290 623
SE 048 854

Lane, Melissa J.
Profiles--Mechanical Engineering: Human Resources and Funding. Special Report. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-87-309
PUB DATE- 87
NOTE- 331p.
AVAILABLE FROM- National Science Foundation, 1800 G Street, Room 414, Washington, DC 20550 (single copies free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Science; Demography; Doctoral Degrees; *Employment Level; Employment Patterns; *Engineering Education; Engineers; *Federal Aid; Graduate Study; Higher Education; *National Surveys; *School Business Relationship; Science and Society; Science Curriculum; Science Education; Undergraduate Study
IDENTIFIERS- *Mechanical Engineering; National Science Foundation

This report was developed by the National Science Foundation to focus attention on a particular field of engineering. It addresses the human resources and funding for mechanical engineering programs through several perspectives. The first major section, "Personnel," discusses employment levels and trends, salaries, sectors of employment, jobs in private industry, primary work activities, demographic characteristics, labor market indicators, and mechanical engineers with doctorates. The second section, "Education Pipeline," relates to undergraduate enrollment, earned degrees, graduate enrollment, and characteristics of recent degree recipients. The final section, "Funding," discusses federal funding, industry, and colleges and universities. The appendices identify and briefly describe the programs of the Division of Science Resources Studies and their major data collection efforts that have contributed to this report. (TW)

ED 290 624
SE 048 855

Birkeland, Charles, Ed.
Comparison between Atlantic and Pacific Tropical Marine Coastal Ecosystems: Community Structure, Ecological Processes, and Productivity. Results and Scientific Papers of a Unesco/COMAR Workshop (Suva, Fiji, March 24-29, 1986). Unesco Reports in Marine Science 46.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 87
NOTE- 282p.; Photographs may not reproduce well.
AVAILABLE FROM- Marine Information Centre, Division of Marine Sciences, UNESCO, 7 place de Fontenoy, 75700 Paris, France (free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Ecological Factors; *Ecology; *Environmental Education; Global Approach; Ichthyology; International Organizations; *Marine Biology; Marine Education; *Oceanography; Science and Society; Science Education; *Scientific and Technical Information
IDENTIFIERS- *UNESCO

This report presents the Unesco workshop conclusions concerning important differences among tropical seas in terms of ecological processes in coastal marine ecosystems, and the corresponding implications for resource management guidelines. The conclusions result from the presentation and discussion of eight review papers which are included in this document. These are: (1) "Nutrient Pools and Dynamics in Tropical, Marine, Coastal Environments, with Special Reference to the Caribbean and Indo-West Pacific Regions" (W. J. Wiebe); (2) "Nutrient Availability as a Major Determinant of Differences Among Coastal Hard-Substratum Communities in Different Regions of the Tropics" (Charles Birkeland); (3) "Sponge Biomass as an Indication of Reef Productivity in Two Oceans" (C. R. Wilkinson); (4) "Interoceanic Differences in Architecture and Ecology: the Effects of History and Productivity" (G. J. Vermeij); (5) "A Comparison of Some Ecological Processes on Coral Reefs of the Caribbean and the Great Barrier Reef" (P. W. Sammarco); (6) "Characteristics of Fish Communities on Coral Reefs and in Potentially Interacting Shallow Habitats in Tropical Oceans of the World" (J. D. Parrish); (7) "Interoceanic and Regional Differences in the Reproductive Biology of Reef-Associated Fishes" (R. E. Thresher); and (8) "Reproduction and Recruitment of Corals: Comparisons Among the Caribbean, the Eastern Pacific, the Indo-West Pacific, and the Red Sea" (R. H. Richmond). (TW)

ED 290 625
SE 048 856

Sources of Financial Support for Research Prize Winners.
National Science Foundation, Washington, D.C.

REPORT NO.- NSF-87-87
PUB DATE- Sep 87
NOTE- 23p.; Appendix E contains small print.
AVAILABLE FROM- National Science Foundation, 1800 G Street, Room 414, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Science; *Engineers; *Federal Aid; Government Role; Higher Education; *National Surveys; *Recognition (Achievement); Research Universities; School Business Relationship; Science and Society; Science Education; *Scientists

The principal objective of this study was to determine the organizational sources of support for the scientists and engineers who have received the Nobel and other major scientific prizes. A secondary objective was to determine what role the National Science Foundation (NSF) may have played in the recipients' research careers. The results of the study indicate that nearly three-fifths (58%) of the winners in the last ten years received some financial support from NSF during the period of their prize winning research. Most prize winners who received NSF support consider the Foundation their major source of research funding. Other leading funding sources included Department of Defense agencies (38%), the National Institutes of Health (25%), and the Department of Energy (18%). The analysis includes the funding histories of 440 United States scientists and engineers who won one or more of 55 distinguished prizes between 1977 and 1986. (TW)

ED 290 626
SE 048 857

Narode, Ronald B.
Pair Problem-Solving and Metacognition in Remedial College Mathematics.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Oct 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; College Students; Group Activities; Higher Education; Interviews; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Metacognition; *Problem Solving; *Remedial Mathematics; *Teamwork
IDENTIFIERS- Mathematics Education Research

This paper presents the thesis that pair problem-solving serves as an aid to students in developing their metacognitive skills. Metacognition has been defined as knowledge and cognition about cognitive objects and as any kind of monitoring. The ability to monitor one's thoughts and actions is greatly facilitated through the pair problem-solving method. Briefly, the method calls for one student to listen to another student solve a problem aloud. The listener may ask questions so as to understand each step and all the reasonings of the solver's solution. Modeled after the clinical interviews of Piaget, students learn self-monitoring skills while learning math concepts. Examples of verbal protocols from college freshmen illustrate the emergence of metacognition during clinical interviews and during pair and group problem-solving in class. Finally, a description of a remedial math program at a major university provides practical applications of metacognition in the classroom. (Author/PK)

ED 290 627
SE 048 858

Haase, Howard; And Others
Design Features of Pedagogically-Sound Software in Mathematics.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.; EXXON Education Foundation, New York, N.Y.
PUB DATE- 27 Apr 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Oriented Programs; *Courseware; Material Development; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; Programing; Secondary Education; *Secondary School Mathematics

Weaknesses in educational software currently available in the domain of mathematics are discussed. A technique that was used for the design and production of mathematics software aimed at improving problem-solving skills which combines sound pedagogy and innovative programming is presented. To illustrate the design portion of this technique, a "storyboard" for a sample problem from elementary algebra is presented. (Author/PK)

ED 290 628
SE 048 859

Hardiman, Pamela Thibodeau; Mestre, Jose P.

Understanding of Multiplicative Contexts Involving Fractions.

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 43p.
GRANT- G008541042
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *Fractions; Higher Education; Mathematics Education; *Mathematics Instruction; *Multiplication; Number Concepts; *Problem Solving; *Remedial Mathematics; Teaching Methods
IDENTIFIERS- Mathematics Education Research

Numerous studies indicate that performance in solving single step multiplicative word problems is influenced by both problem structure and the types of numbers involved in the problem. For example, including numbers less than one often increases the difficulty of a problem. What remains unclear is how problem structure and number type interact in influencing difficulty. This study systematically investigated these two factors with math-proficient and remedial college students. Findings indicate that it is the role played by fractions in word problems that influences difficulty rather than simply the number of fractions in the problem. Pedagogical strategies for improving students' ability to perceive and represent multiplicative word problems are discussed. (Author)

ED 290 629
SE 048 860

Sowder, Larry
Concept-Driven Strategies for Solving Problems in Mathematics. Final Project Report.
San Diego State Univ., CA. Center for Research in Mathematics and Science Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 88
NOTE- 143p.; Appendix 2 contains small type.
GRANT- MDR-8550169; MDR-8696130
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computation; *Curriculum Development; Curriculum Evaluation; Elementary Education; *Elementary School Mathematics; Instructional Materials; Material Development; Mathematical Applications; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Problem Sets; *Problem Solving; Teaching Methods; *Word Problems (Mathematics)

This project was based on recent interview research which suggested that in choosing operations for story problems in mathematics many students are guided by computational considerations rather than meanings for the operations. This project aimed to refine the catalogue of strategies used by students and to design and test instructional materials intended to foster a concept-based approach to story problems among sixth graders. In the first year of the project (1985-86) students were interviewed, textbooks analyzed, a teaching experiment was conducted, and materials were developed and refined. During the second year materials were tried out, further textbook analysis was conducted and additional student interviews were conducted. The major sections included in this report are: (1) the catalogue of strategies used by students in solving story problems; (2) what textbooks offer; (3) the teaching experiment with sixth graders; (4) the development of the supplementary materials; (5) the try-out of the materials; and (6) the spin-off studies. Four appendixes contain: a list of presentations and publications based on the project; the Story Problem Supplement; and reports to participating teachers of grades 8 and 6 concerning results of the experiment. (PK)

ED 290 630
SE 048 861

Weaver, Dave; And Others
Product Descriptions: Function Plotters for Secondary Math Teachers.
A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Aug 87
NOTE- 28p.; For a related document, see SE 048 862.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; *Computer Graphics;
*Computer Software Reviews; Computer Uses in Education; Educational
Technology; *Functions (Mathematics); *Graphs; Mathematics

Curriculum; Mathematics Education; *Mathematics Instruction;
Mathematics Materials; Secondary Education; *Secondary School
Mathematics

Specific programs and software resources are described in this report on function plotters to be used in secondary mathematics instruction. Products are entered in alphabetical order and the following information is provided for each package included: (1) producer; (2) hardware needed; (3) required peripherals; (4) grade level; (5) price; (6) copyright date; (7) policies; (8) objectives; (9) support materials; (10) descriptions; (11) comments; and (12) other review sources. (PK)

ED 290 631
SE 048 862

Weaver, Dave; And Others
Function Plotters for Secondary Math Teachers. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 17p.; For product descriptions, see SE 048 861.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Analytic Geometry; Calculus; *Computer Assisted Instruction; *Computer Graphics; *Computer Software Reviews; Computer Uses in Education; Functions (Mathematics); *Graphs; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Secondary Education; *Secondary School Mathematics; Trigonometry

This report examines mathematical graphing utilities or function plotters for use in introductory algebra classes of more advanced courses. Each product selected for inclusion in this report is able to construct the graph of a given equation on the screen and serves as a utility which may be used by the student for an open-ended exploration of a mathematical concept or by the teacher as a demonstration tool. The products are classified into one of the following types: (1) general purpose graphing utilities; (2) demonstration tools; and (3) special utility programs. In general it was felt that the positive aspects of function plotters far outweigh the negative. The ability to automate the tedious process of plotting the graph of an equation enables students to examine more equations in a shorter time. Teachers are able to spend less time sketching graphs on the overhead or blackboard. The zoom and scroll features found in many function plotters offer capabilities which cannot be duplicated manually. The report is organized into four sections including general features, algebra, coordinate geometry and trigonometry, and calculus. (PK)

DOCUMENT RESUME

ED 290 632
SE 048 863

Mathematics Instruction Grades 4 & 5. Staff Development 1987-1988.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-904-X
PUB DATE- 87
NOTE- 291p.; Portions contain small print. Photographs and drawings may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum & Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decimal Fractions; *Elementary School Mathematics; Fractions; Grade 4; Grade 5; *Inservice Teacher Education; Intermediate Grades; Manipulative Materials; Mathematics Education; *Mathematics Instruction; Probability; Problem Solving; *Questioning Techniques; *Staff Development; Teaching Methods
IDENTIFIERS- *New York City Board of Education

This handbook was designed to be used in staff development programs for teachers of fourth and fifth grade mathematics. The program strives to make the teaching and learning of mathematics more meaningful by emphasizing process experiences. Good questioning techniques, problem exploration strategies and the use of manipulative materials are stressed in this program. This project addresses instruction in grades 4 and 5 in an integrated fashion. The design was chosen in an attempt to enrich participants' understanding of the way topics develop through these grades, while at the same time providing the teachers with an opportunity to share insights about bridging students' mathematics learning experiences in the two grades. Included in the guide are background information for the teacher, teaching units and activities, and reproducible handouts and worksheets. (PK)

ED 290 633
SE 048 864

Sia, Archibald P.
Challenge to Preservice Education: Integrating Environmental Education in the School Curricula.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Conference of the Association of Teacher Educators (65th, Las Vegas, NV, February 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Controversial Issues (Course Content); Ecology; Elementary School Science; Elementary Secondary Education; *Environmental Education; Older Adults; *Science and Society; Science Education; *Secondary School Science; *Social Studies
IDENTIFIERS- Environmental Education Research; Environmental Problems

This document reports on a study which indicated that there are three critical predictors that explain variability in environmental behavior. These predictors are: (1) perceived skill in using environmental action strategies; (2) level of environmental sensitivity; and (3) perceived knowledge of environmental action strategies. From these results, a model of teaching pro-environmental behavior was developed. This five-phase model showed how environmental education was integrated in the curriculum. The phases included developing environmental sensitivity, looking into environmental problems, checking one's beliefs, values, and attitudes, tackling environmental problems and getting into citizen action. (Author/TW)

ED 290 634
SE 048 865

Moody, Judith D.; Gifford, Vernon
The Effect of Locus of Control on Achievement in Chemistry.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *Chemistry; Enrollment Influences; Enrollment Trends; *Locus of Control; *Science Curriculum; Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; *Sex Differences
IDENTIFIERS- Mississippi; Science Education Research

In Mississippi, the State College Board has increased college entrance requirements in science for four-year universities to include three science courses consisting of biology, chemistry, physics, or advanced courses in these areas. This has had the immediate effect of doubling the science enrollment in some high schools. This study was designed to examine this new enrollment, to classify the students as to type of locus of control (internal or external), and to analyze the effects of locus of control upon achievement in chemistry. The results of the study indicated that there was no significant relationship between locus of control and achievement. However, there was a significant interaction between gender and locus of control with regard to achievement. This finding indicates that external males score higher in achievement than internal males. Although the results for females were similar, the interaction was not significant. (TW)

ED 290 635
SE 048 866

Science and Technology Data Book, 1988.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-87-317
PUB DATE- 87
NOTE- 57p.; For 1987 issue, see ED 278 552.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Science; Doctoral Degrees; Employment Patterns; Financial Support; Global Approach; Graduate Students; Higher Education; *Human Resources; *International Trade; Minority Groups; *Research and Development; *Science and Society; Science Education; Tables (Data); *Technology
IDENTIFIERS- *National Science Foundation

Designed to provide easy access to information pertaining to science and technology, this data book provides indicators on: (1) funding for research and development; (2) human resources utilization and supply; and (3) international science and technology efforts. Graphs and charts are used to note research and development efforts from a nationwide perspective, with expenditures from federal, industrial, and academic sources illustrated. Comparative graphs on human resources provide data on employed scientists and engineers, employed doctorates, women in science and technology, racial minorities, and school retention rates. In addition, assessments of the supply of professionals in science and technology are presented by type and number of degrees awarded, and fulltime graduate students currently enrolled. Several international science and technology indicators are outlined, such as ratios of research and development to gross national product (by country), United States patents granted to United States and foreign inventors, data on United States trade balances in high technology, and United States scientific and technical publications as compared to world publications. Three pages list other Science Resources publications. (CW)

ED 290 636
SE 048 867

Mingde, Li

New Development of Science and Technology in China.

PUB DATE- 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (27th, Washington, DC, December 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Developing Nations; *Foreign Countries; Institutional Research; Modernization; *Policy; Research; *Research and Development; *Science and Society; Science Education; *Technological Advancement
IDENTIFIERS- *China

Since 1976 China has entered a new historical period in which the central task is to modernize agriculture, industry, national defense, and science and technology (S&T). The modernization of S&T is the key to the realization of the modernization in the other three fields. China has established a research and development (R&D) system of five component parts. The first part, the Chinese Academy of Sciences (CAS) focuses on research in basic sciences, newly emerging scientific areas and high technology. The second part, research institutions, mainly engage in applied research related to government. The third part, universities and colleges, concentrate on basic and applied sciences. The fourth part, research institutes for the national defense, concentrate on defense technology and the fifth part, provincial research institutes, makes up most of the S&T effort in China and are mainly concerned with applied research for local needs. This paper discusses the governing of China's R&D efforts, reforms of its managing system including funding, commercialization of technological achievements, encouragement of industry, personnel management and strengthening basic research. A strategy for developing science and technology is proposed. Seven priority research areas are identified including bio, space, information, laser, automation, energy and advanced materials technologies. (CW)

ED 290 637
SE 048 868

Arzi, Hanna J.; And Others

Teachers' Knowledge of Science: An Account of a Longitudinal Study in Progress.

PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; College Science; *Foreign Countries; Higher Education; Misconceptions; Physics; Science Curriculum; Science Education; *Science Teachers; *Scientific Concepts; *Scientific Literacy; Secondary Education; *Secondary School Science; *Teacher Education

IDENTIFIERS- Australia; Science Education Research

This paper describes the rationale for, methodology of, and some early results from a longitudinal study on science teachers' knowledge of science. Each of the participants is a university science graduate with a post-graduate university training for secondary school science teaching. The study focuses on two issues: (1) variations that occur in teachers' knowledge along their professional life, from the stage of being candidates in preservice training programs onwards; and (2) variations that occur among meanings teachers have for science concepts which are usually included in the school curriculum, due to their different disciplinary backgrounds (i.e., different training in biology, chemistry or physics). (Author/TW)

ED 290 638
SE 048 869

Guyton, John William, III
A Comparison of the Personality Traits of Secondary Science Teachers in Mississippi Public Schools.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Personality Assessment; Personality Studies; *Personality Traits; *Public Schools; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- *Mississippi; Science Education Research

This document reports on a study designed to determine if there are significant identifiable differences in personality traits of outstanding, regular, and provisional secondary science teachers in Mississippi. Combinations of factors that differentiated the three groups were also investigated. The scores of typical outstanding science teachers indicated that they were fast learners and quick to grasp new ideas. They tended to be tough, self-reliant, realistic, independent, and "down to earth." Outstanding teachers appeared to be self-assured, confident, and accustomed to going their own way. Group characteristics were determined to include resourcefulness and a preference for making their own decisions. Their scores also indicated that they were venturesome and socially bold. However, they also indicated a tendency to be serene and careless of detail. (TW)

ED 290 639

SE 048 870

Biotechnology: Role of Institutional Biosafety Committees. Briefing Report to the Chairman, Committee on Science, Space and Technology, House of Representatives.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-88-64BR
PUB DATE- Dec 87
NOTE- 47p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *DNA; *Federal Regulation; *Genetic Engineering; Genetics; *Hazardous Materials; *Laboratory Safety; National Programs; *National Surveys; Occupational Safety and Health; Research Universities; Safety Education; School Safety; Science and Society; Science Laboratories; Waste Disposal
IDENTIFIERS- *Biotechnology

This report was developed to address institutional biosafety committees' implementation of federal guidelines applicable to the environmental release of genetically engineered organisms. These committees are from universities, companies, and other organizations that are using recombinant DNA technology in their laboratories. The committees are responsible for reviewing research proposals using this technology to insure proper containment of recombinant organisms and the safety of laboratory personnel. This report is on the biosafety committees': (1) membership composition; (2) functions and activity levels; (3) implementation of the National Institute of Health guidelines for research involving recombinant DNA molecules; and (4) role in federal regulation of genetically engineered organisms. In addition, the report deals with the involvement of Montana State University's biosafety committee concerning a recent and deliberate release of genetically engineered organisms without prior approval by the committee or by the Environmental Protection Agency. (TW)

ED 290 640
SE 048 871

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 73.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Dec 87
NOTE- 108p.; Support provided by U.S. Department of Agriculture Forest Service Research Division and by the University Libraries, University of Minnesota. For previous bibliography, see SE 048 710.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); Economics; *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Wildlife Management

This issue of "Social Sciences in Forestry" provides an annotated bibliographic listing of 660 current references arranged according to four major areas of forestry: (1) applications to forestry at large (containing citings on resources, history, legislation, policy, planning, appraisal and valuation, investment and finance, taxation, subsidization, agroforestry, economics, education, research, technology, and environmental concerns); (2) applications to forest management (with references on multiple use management, ownership of public and private lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness and range management, urban forestry, watershed management, fish and wildlife, and wood production); and (4) applications to forest industries (focusing on wood-using industries and other forest industries, wood energy, marketing and trade, and transportation). Each major area is further subdivided into a total of 42 subheadings. A cumulative author index covering all 1987 listings (2584) is provided. (TW)

SO

ED 290 641
SO 017 718

Vero, Julia, Ed.
History Teaching in Hungary.
National Inst. of Education, Budapest (Hungary).
PUB DATE- 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bulletins; Curriculum Design; *Curriculum Development; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; History; *History Instruction; Instruction; *Instructional Development; Social Studies
IDENTIFIERS- *Hungary

A compilation of five documents defines and explores the role, scope, reforms, and current trends in history teaching in Hungary. Ivan Berend in "Educational Ideas and History," considers whether or not the traditional uses of historical knowledge have become obsolete and examines the value of this knowledge in today's society. Peter Szebenyi describes past, present, and future trends in methods of instructing 10- to 14-year-old students in "Teaching History in Hungary." Changes since 1960 in the perspectives, focus, and purposes of instruction are investigated by Ervin Vladar in "The Scope and Situation of History Teaching in Hungary." Istvan Horanyi, in "History Teaching at Grammar-School: Debates and Views on the Modernization of History Teaching," considers Hungary's public education reform movement during the 1970s and its effects on the interpretation of historical data and school curricula. Facultative history education is defined by Ervin Vladar, in "About the Curriculum of the Facultative Education of History in Grammar-School," as an educational program that attempts to expand the historical knowledge and understanding of motivated and talented Hungarian elementary school students. Charts are included. (JHP)

ED 290 642
SO 017 910

Portmann, Brooke, Ed.
Minnesota Comprehensive Arts Planning Program. Implementation Manual, 1985-87. 1986 Amended Edition.
Minnesota Alliance for Arts in Education, Minneapolis.; Minnesota State Arts Board, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Sep 86
NOTE- 221p.; In the 1986 amended edition, Chapter 1 paging is as follows 1, 2, and 8; Chapter 2 has been deleted.
AVAILABLE FROM- Gilbert Valdez, Supervisor, Curriculum Development Unit, Minnesota Department of Education, 684 Capital Square Building, 550 Cedar Street, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Fine Arts; Instructional Materials; *Integrated Curriculum; Language Arts; Learning Activities; Program Implementation; Resource Materials; State Curriculum Guides; Teaching Guides

Designed to help Minnesota teachers implement five-year plans developed by the district Comprehensive Arts Program Planning (CAPP) committees to strengthen and advance arts programs for students, guidelines and worksheets are provided in this nine chapter manual. Chapter 1 provides an overview and outlines methods for using the manual. Chapter 3, "Working with People," provides methods of organizing committees for keeping the development of goals, and objectives on task. Chapter 4, "Curriculum Building" contains a model on writing curriculum for the arts. Chapter 5, "Integrating the Arts into the General Curriculum," identifies ways to integrate the arts into other curriculum areas. Chapter 6, "Staff Development," contains a framework for staff development programs. Chapter 7, "Resources," identifies the various human and material resources to support teaching. Chapter 8, "Public Awareness," contains suggestions for increasing public support for the arts in education. Chapter 9, "Funding," identifies possible funding sources and how to approach them. A resource list is appended. (KWL)

ED 290 643
SO 018 045

Bierschenk, Bernhard; Bierschenk, Inger
Consciousness as a Function of Knowledge and Culture.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 87
NOTE- 41p.; Parts of this article were presented at the Scandinavian Conference of Business Administration (10th, Bergen, Norway, August 12-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; Cognitive Psychology; *Cognitive Structures; Comparative Analysis; *Concept Formation; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Culture; Data Interpretation; Experimental Psychology; *Information Dissemination; Primary Sources; Research Projects; Research Reports; Social Science Research
IDENTIFIERS- *Consciousness; England; Italy; *Knowledge; Sweden; West Germany

The study of consciousness requires a language for exact and precise communication. This research project investigated how workers from different cultural contexts value information that is relevant to their job performance. Thirty-five randomly selected mechanics, from Sweden, England, West Germany, Italy, and the United States, were selected as research subjects. This study was based on the premises that: (1) consciousness is related to knowledge and culture; (2) what people observe as essential for becoming conscious of their environment is accentuated by their verbal descriptions; and (3) use of natural language is the best method to express an intentional and oriented schematization process. The subjects were asked open-ended questions regarding organizational information transfer and dissemination, and differences in subjects' responses by countries were emphasized and compared. Swedish workers related information use to their work-load within the context of ergonomic conditions, while English workers were conscious of the mediation of information. West German workers demonstrated the ability to acquire information, and Italians showed a need for persons to demonstrate how to choose correct alternatives. U.S. workers' consciousness centered around each individual's responsibility to gain access to information concerning the latest developments in his career field. U.S. workers' understanding of job goals was clear and direct. The study concluded that this moral point of view places the U.S. worker in an advantageous position in comparison to workers who have been forced to relinquish responsibility or have not yet adopted it. Tables and figures are included. (JHP)

ED 290 644
SO 018 180

D'Amico, Linda

Understanding Our Neighbors to the South: A Teaching Manual for K-3 Teachers.

Indiana Univ., Bloomington. Center for Latin American and Caribbean Studies.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Feb 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Archaeology; *Elementary School Curriculum; Foreign Countries; Geography; *Latin American Culture; Learning Activities; Lesson Plans; Primary Education; Resource Units; *Social Studies; Teaching Guides
IDENTIFIERS- *Andean Countries; *South America

This teaching guide describes a specific learning activities approach in teaching K-3 students about the Andes region of South America. The guide is divided into three units which focus on geography, archaeology, and current Andean customs. The geography unit introduces: (1) map reading skills; (2) map symbols; (3) political boundaries; and (4) topographical zones and the physical geography of South America. The archaeology unit considers: (1) prehistory; (2) an archaeological dig; and (3) Incan history, civilization, writing and counting systems, irrigation systems, communication processes, and pre-Columbian art and stone masonry. The present day Andean customs unit includes materials on: (1) languages; (2) food; (3) llamas; and (4) weaving. These units are followed by a resource guide to books, films, records, and other materials available from publishers, embassies, consulates, and national organizations. Charts, maps, activity and study sheets, games, and an evaluation form are included. (JHP)

ED 290 645
SO 018 269

Bezuidenhout, J. J.
Comparative Education Statistics: Part 1. Population Statistics for Educational Planning and the Provision of Education. Report O-290.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0382-4
PUB DATE- 86

NOTE- 276p.; Translated by Isabel Claassen.
AVAILABLE FROM- Technical Services, Private Bag X41, Pretoria 0001, Republic of South Africa.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Comparative Education; Data Analysis; Data Interpretation; *Demography; Educational Planning; Foreign Countries; *Migration Patterns; *Population Distribution; *Population Growth; *Population Trends; Trend Analysis
IDENTIFIERS- *South Africa

The purpose of this research project was to compile and analyze data concerning the composition and geographic distribution of South Africa's population for the purpose of future educational planning to meet the needs of four population groups. This document contains statistics and conclusions on: (1) the role of population shifts and urbanization; (2) economic development effects on internal migration; (3) age distribution and population growth; and (4) population projections. The findings indicate that the total population change between 1904 and 1980 included a six percent decrease in Whites, a five percent increase in Blacks, and a one-half percent increase in both Coloreds and Asians. Statistics for 1970 and 1980 indicate an easterly and northeasterly population migration. The four population group's age distribution patterns suggest that: (1) White's constitute the oldest group; (2) Asians, in 1960, comprised the youngest segment; but (3) by 1980, Blacks had become the youngest population group. Tables, maps, an index, and a bibliography are included. (JHP)

ED 290 646
SO 018 379

Japanese Language and Culture. Preliminary Report of the State Superintendent's Advisory Council. Bulletin #7290.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- Wisconsin Department of Public Instruction, 125 South Webster Street, Post Office Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; *Cultural Awareness; Cultural Education; Culture; Curriculum Development; Educational Assessment; Educational Needs; Educational Planning; Educational Responsibility; Foreign Countries; *Japanese; Language Planning; Multicultural Education; *Needs Assessment; *Public Schools; Secondary Education; *Second Language Instruction
IDENTIFIERS- *Japanese Cultures; *Wisconsin

A compilation of six committee reports and preliminary recommendations based on a statewide study of the status of Japanese language and culture in Wisconsin, these reports identify plans that are in various stages of development for inclusion in public school secondary school programs. The first report contains recommendations for: (1) the establishment of teacher certification programs; (2) contacts with schools in other states that teach Japanese; (3) university contacts and teacher associations; (4) an entry level for beginning the study of Japanese; (5) funding; and (6) the establishment of the role of the state department of education. Committee report two focuses on enhancing instruction in Japanese history and culture and addresses awareness activities, curriculum development ideas, and potential staff development programs. Internships and exchange programs with Japan are considered in report three. The fourth report describes preliminary plans for the establishment of a sister state relationship with a prefecture (state) in Japan, and report five outlines initial efforts to determine methods of attracting Japanese businesses to Wisconsin. The final report considers options for meeting the special needs of children of resident Japanese citizens. Appendices include: (1) a charge to the state superintendent's advisory council for Japanese language and culture; (2) a letter of support from a Japanese business firm; (3) the advisory council's meetings' minutes; (4) a questionnaire used to interview Japanese business leaders in Wisconsin; (5) a Japanese businessman's perceptions of Wisconsin's business climate; (6) Milwaukee Public School's report on teaching about Japan; (7) a list of U.S. sister states and Japanese prefectures; and (8) a list of Wisconsin Japan U.S. advisory council members. (JHP)

DOCUMENT RESUME

ED 290 647
SO 018 413

Guide to Social Studies Program Evaluation: K-6.
New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; Elementary Education; *Elementary School Curriculum; Guidelines; Needs Assessment; Program Design; Program Effectiveness; *Program Evaluation; *Program Improvement; *Social Studies; State Programs
IDENTIFIERS- *New York

Developed for use in New York State elementary school social studies program evaluations, this guide outlines procedures and suggests the design of forms for identifying key questions, gathering and analyzing relevant data, and developing plans for program improvements. It is intended to assess strengths and weaknesses within current programs as a means of reaching decisions that could aid program improvement. The guide recommends that school districts follow an eight step evaluation process. Step one suggests a process to select a social studies evaluation coordinator, while step two recommends the formation of a social studies program evaluation committee in each building that includes representation from all grade and special levels, parent groups, and the community. Step three presents samples of key questions to ask while undertaking an evaluation program. Step four provides a chart for establishing a timeline. Step five describes methods of collecting and analyzing data and includes: (1) sample program evaluation test summary sheets; (2) survey questionnaires; (3) yearly planning forms; (4) inventory forms to record social studies materials, community resources, and staff development; and (5) a program evaluation form. Steps six and seven describe suggestions for assessing program strengths and needs, and step eight offers information on how to begin to develop a social studies program that is based upon needs identified through this evaluation process. Appendices include a sample of a completed school program evaluation and a form for the evaluation of this guide. Charts are included. (JHP)

ED 290 648
SO 018 415

Norton, Robert F.
A Comparison of Thinking and Writing Patterns in Korea and the United States. AFS Occasional Papers in Intercultural Learning No. 12.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jul 87
NOTE- 23p.; Summarized from "A Comparative Analysis of Korean and American Writing Styles as Expressed in Expository Essays," unpublished doctoral dissertation by Robert F. Norton.
AVAILABLE FROM- AFS Center for the Study of Intercultural Learning, 313 East 43rd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; Cultural Influences; Cultural Traits; International Education; *Writing (Composition); *Writing Processes; Writing Research
IDENTIFIERS- *Korea; *Pattern Analysis

Major writing style differences between Korean and U.S. essayists are examined in order to determine: (1) the types of relationships expressed in a specific essay; (2) the sequence in which related ideas are expressed; and (3) the distance between two ideas that comprise each relationship. Eighteen basic types of relationships were examined in essays selected from both cultures on topics in the general subject areas of nature, philosophy, and customs. Each idea in an essay was compared to every other idea in it in order to identify relationships. Results indicated that U.S. essayists tended to use general-to-specific sequences, while Korean essayists constructed sequences which moved from specific-to-general. This may account for difficulties authors from both of these cultures encounter when attempting to write materials for the other culture. The study concluded that U.S. essayists tend to be deductive writers, while Korean authors tend to organize materials inductively and that sequence, not type, of relationship may account for the major differences in expression modes in different cultures. Tables are included. (JHP)

ED 290 649
SO 018 427

Loeper, Ellen; Hirschfeld, Gerhard
The Fight against Drugs. Sozial-Report.
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-6-87-(e)
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Drug Abuse; Drug Addiction; Drug Education; *Drug

Legislation; *Drug Rehabilitation; Drug Use; Foreign Countries;
*International Cooperation
IDENTIFIERS- *Effort; *West Germany

For the past 20 years West Germany has actively combatted its country's drug-related problems, and has been a leader in international narcotics' coordination and control efforts. Part 1 of this document describes West Germany's attempts to contain and eradicate addiction and to assist persons who are addicted to legal drugs, such as alcohol, tobacco, medications, and substances that can be sniffed, and to illegal drugs, such as heroin, morphine, cocaine, and opium. Part 2 discusses West Germany's role in international anti-drug campaigns and policies. The dissemination of information and materials to children and youth, parents and teachers, and youth center workers is described. West Germany's proactive actions are highlighted through an examination of its: (1) legal principles and the 1982 law governing narcotics; (2) nationwide network of advisory centers; (3) international proposals; (4) international cooperation with police and customs' officials; and (5) cooperation with United Nations narcotics agencies. (JHP)

ED 290 650
SO 018 435

Barbee, William C., Jr.
An Inquiry into the Relationship between Projected Changes in Earnings per Share and Subsequent Security Performance.
PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Data Analysis; Data Interpretation; Economic Change; Economic Research; Economics; *Income; Inquiry; Investment; Prediction; Primary Sources; Research Reports; Social Studies
IDENTIFIERS- *Estimation; *Securities Industry

The purpose of this study was to examine the variable of estimated earnings in order to determine how forecasts might be utilized to develop a securities portfolio strategy. The hypothesis stated that there is an inverse relationship between projected change in earnings per share and security performance. Ninety-one New York Stock Exchange corporations listed in the Standard and Poor's 100 Index during 1984 were used to test this research hypothesis. All of the rank correlation coefficients resulted in statistically negative values, and the results were sufficient for rejection of the null hypothesis that there is no relationship between the variables. The study concluded that positive earnings' projections may be a misleading criterion for securities' selection. Both the theoretical analysis and empirical evidence of this research project support the concept that portfolio performance would be enhanced if securities were selected from among those with unfavorable earnings' projections. A table is included. (JHP)

ED 290 651
SO 018 439

Taylor, John P.
Ohio Social Studies Curriculum Guide: Washington Middle School. 1984-1989.
PUB DATE- 84
NOTE- 88p.; Designed to accompany James L. Burke and Kenneth E. Davidson, "Ohio Heritage," Layton, Utah: Gibbs M. Smith, Inc., 1984. Paper presented at the Annual Convention of the Ohio Council of Social Studies (Westlake, OH, 1985). Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Course Content; Course Descriptions; Course Objectives; Curriculum Guides; Grade 7; Instructional Materials; Junior High Schools; Lesson Plans; *Middle Schools; Resource Materials; *Social Studies; Teaching Guides
IDENTIFIERS- *Ohio

Designed for use in a one-semester seventh-grade Ohio social studies class, this curriculum guide is divided into teaching, testing, and activity units. The primary purposes of this guide are to teach participatory citizenship and to emphasize self-learning. Twelve broad instructional objectives include the ability to: (1) interpret Article I of the Ohio Constitution; (2) interpret Ohio maps, graphs, charts, tables, and time lines; (3) recall selected Ohio laws related to youth; (4) match vocabulary words and definitions related to Ohio social studies; (5) learn primary sources of information; (6) compute Ohio social studies statistics; (7) speak and write about Ohio social studies subjects; (8) discuss the utilization of Ohio resources; (9) identify local government and civic organizations' services and career opportunities; (10) predict future occurrences; (11) recognize selected Ohio citizens' contributions; and (12) identify key Ohio historical events. This guide contains the "Ohio Social Studies Pre and Post Test." Lessons are included for the study of: (1) weather, climate, and water; (2) geology and minerals; (3) prehistoric and historic Indian life; (4) exploration and early settlement; (5) statehood and development; (6) the underground railroad; (7) the Civil War; (8) early industries; (9) progress, reform, and World War I; (10) the Depression, recovery, and World War II; (11) recent history; (12) agriculture and rural life; and (13) Ohio's heritage. Maps, charts, and pictures are included. (JHP)

ED 290 652
SO 018 441

Thoreson, Jeffrey A. K.
The Development and Implementation of a Music Curriculum for the Snohomish School District: Curricular Revision, Assessment Development, and Program Evaluation.
PUB DATE- Aug 86
NOTE- 133p.; Master's degree project, Seattle Pacific University, Seattle, Washington.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Music Education; *Program Evaluation
IDENTIFIERS- *Washington (Snohomish County)

This study, which resulted in a revised music curriculum for the Snohomish, Washington, School District, addressed the problem of relating the measurement and evaluation of students in music courses to established student learning objectives. Part 1 establishes student learning objectives based on a proposed curriculum for a comprehensive K-12 music program. Part 2 includes specific curriculum objectives that might be utilized as teaching guides in achieving student learning objectives in: (1) general music classes; (2) choral classes; and (3) band programs. Assessment tests for measuring student achievement are included in part 3. These assessments were designed to satisfy state achievement requirements, as well as to be useful as both student and curriculum evaluation instruments, and include the basic tests, checklists, surveys, and report forms. Part 4 includes a program evaluation plan that consists of potential surveys and interview questions, which could be used to describe music teachers' perceptions of the revised curriculum. It was designed to be used in conjunction with assessment scores for program evaluation and to encourage timely curriculum updates and enhancements. Appendices include: (1) an in-service teacher education proposal; (2) the correlation of the Silver Burdett Music Competency Tests and the Snohomish School District music student learning objectives; (3) the revised K-12 music curriculum; (4) the mid-year and year-end program evaluation surveys; and (5) suggested program evaluation interview questions. (JHP)

ED 290 653
SO 018 462

Jackson, Melvin
Historical Development of Gage Park.
PUB DATE- 22 Jul 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community; *Community Change; Community Characteristics; *Community Development; Community Problems; Neighborhoods; Urban Problems
IDENTIFIERS- Historical Influences; *Illinois (Chicago)

This study investigated the historical development of the Gage Park community in Chicago, Illinois, including its population changes, education, income, racial composition, housing and crime. The results indicate that the community, which in the past has been primarily composed of persons of German ancestry, has experienced an influx of Latino and Black residents during the past 15 years. Gage Park High School became a center of protests and boycotts when the Chicago Board of Education redistricted the community, permitting Latinos and Blacks to enroll in the high school. This resulted in an exodus of white residents and a general population decrease. By 1980, 7.8 percent of the residents were living below the poverty level. Currently, there is a surplus of vacant housing units, and the median income level for new community residents is lower than that of prior residents. This reduced economic base parallels a rise in crime and a reduction in area community services. The study suggests that, if these trends continue into the 1990s, Gage Park will experience drastic social and economic changes. To prevent further community decay, new and long-term residents should begin to communicate and work together in order to encourage and support community activities and services and to attract more residents and businesses. Tables are included. Appendices include: (1) 1980 Gage Park census data; (2) a list of the 1970, 1980, and 1985 racial compositions of Chicago's communities; and (3) a report on crime in Chicago's communities. (JHP)

ED 290 654
SO 018 485

Mensing, Friedhelm
Bridge Building between North and South: Applied Technology for the Third World. Sondierdienst SO 2-37(e).
Inter Nationes, Bonn (West Germany).
PUB DATE- Feb 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developed Nations; *Developing Nations; Economic Development; *Economic Progress; Economics Education; Energy; International Cooperation; International Education; International Relations; Power Technology; Secondary Education; *Technology Transfer; Transportation; Water Resources
IDENTIFIERS- *West Germany

In order to adapt new technologies and special processes to the particular conditions of developing nations, the German Appropriate Technology Exchange (GATE) was established in 1978 within the German Agency for Technical Cooperation (GTZ). This document traces the major aspects of cooperation between the Federal Republic of Germany and its partners in developing nations in the field of technology transfer. Examples of cooperative effort and successes in solving problems of developing countries are documented in this issue. Given the large number of different approaches and local conditions in these countries, transfer of technology had to be scrutinized against the specific economic, ecological, social and cultural background of the country in question and must be tailor-made. Pressing needs for many developing countries include more effective transportation systems, modern data evaluating and processing techniques, energy supplies, drinking water of proper quality, and sanitary facilities. The West German federal government has made the improvement of water supplies high priority within the framework of its political cooperation. The goal of the Federal Republic of Germany is to help the developing countries in scientific-technological cooperation as well as to train and implement study programs, so that these countries can master new technologies and gradually take over the production of technical products themselves. (SM)

ED 290 655
SO 018 490

Music Program of Study: Educational Program Definition.
West Virginia State Dept. of Education, Charleston.
PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; Music Activities; *Music Education; *Program Descriptions; Program Guides; Sequential Approach; State Curriculum Guides; State Programs; Teaching Guides

The West Virginia music study program is a public school K-12 curriculum sequence. This program is divided into the four principal areas of: (1) general classroom music; (2) string instrumental music; (3) wind and percussion instrumental music; and (4) choral music. The general classroom music program is an early and middle childhood sequence of study that provides a basic introduction to music for all students through singing, playing rhythm instruments, listening to music, and reading notation. The string instrumental curriculum is offered to early and middle childhood and adolescent students with an emphasis on teaching violin, viola, and double bass. The wind and percussion instrumental program, a middle childhood and adolescent student offering, provides skill development in playing standard brass, woodwind, and percussion instruments that are used in bands and orchestras. The choral music program develops singing voices in middle childhood and adolescent students. Within each of the principal areas, this document identifies specific learning levels, skills to be developed, and stated learning outcomes. (JHP)

ED 290 656
SO 018 493

Stambler, Moses
Historical Context and Realities of Polish Nonformal and Formal Education: A Book of Readings. Teacher Education Program Publication Number 11.
PUB DATE- Dec 84
NOTE- 241p.; Document contains small, broken type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Educational Development; Educational History; Educational Objectives; Educational Philosophy; Educational Principles; Educational Theories; Foreign Countries; *Nontraditional Education; *Political Influences; Role of Education; *Traditional Schools
IDENTIFIERS- Historical Explanation; *Historical Influences; *Poland

Materials presented in this document focus on the historical development of culture and politics and their effects on education in Poland. This document proposes that Polish education is affected by the societal pressures of socialization and change and that schools socialize children in the cultural and philosophical behavior patterns of a socialist society. However, schools also are instrumental in bringing about broader attitudinal, behavioral, and economic changes needed for effective responses to contemporary challenges. Therefore, Polish educational theories have developed to respond to both continuity and change. Chapter 1 outlines significant events in Polish history, and chapter 2 provides a perspective on Poland's social developments that explains changes in the structure of educational processes. Chapter 3 explores Polish educational traditions from an historical perspective, while chapter 4 presents information on recent educational structure and course content reforms. The current emphasis on technological education is highlighted in chapter 5, and chapter 6 presents a 142-item bibliography of English language materials on Polish education. Maps, charts, and tables are included. (JHP)

ED 290 657
SO 018 495

Garson, David G.
Human Resource Management, Computers, and Organization Theory.
PUB DATE- 6 Sep 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 3-6, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Information Systems; Information Theory; *Models; Public Administration; Public Agencies; Research; Social Science Research; *State Government; State Officials

In an attempt to provide a framework for research and theory building in public management information systems (PMIS), state officials responsible for computing in personnel operations were surveyed. The data were applied to hypotheses arising from a recent model by Bozeman and Bretschneider, attempting to relate organization theory to management information systems in the public sector. Survey data are used to examine 10 propositions arising from the Bozeman and Bretschneider model and a research agenda related to these hypotheses is outlined. Survey findings bring into question the model's assumptions about the nature of the differences between private-sector management information systems (MIS) PMIS. The data are illustrated through 10 tables and 34 references are included. (Author/SM)

ED 290 658
SO 018 511

Riley, Olive L.; And Others
Art Teaching Guides: Drawing. Kindergarten-Grade 6. Art in the Elementary School Curriculum Bulletin No. 8f, 1968-69 Series.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-213-4
PUB DATE- 74
NOTE- 28p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; *Art Education; Art Teachers; Childrens Art; Creative Activities; Creative Art; Elementary Education; *Elementary School Curriculum; *Freehand Drawing; Instructional Materials; Resource Units; Teaching Guides; Teaching Methods

Designed to offer practical and flexible suggestions, this curriculum guide presents art teaching methods for instructing K-6 students in drawing techniques. Information in the guide is presented by grade level and further subdivided into sections on: (1) materials needed; (2) suggested topics; (3) motivation and guidance; (4) activities; and (5) evaluation. Kindergarten to second grade students are described as needing little motivation and guidance and as intrigued with colors and using crayons. Third and fourth grade art teachers are encouraged to keep alive the imaginative quality that younger students express through the promotion of fantasy combined with visual memory. Since fifth and sixth grade students have a strong sense of realism, art teachers are encouraged to instruct students to incorporate personal experiences and everyday activities into creative drawing expression. (JHP)

ED 290 659
SO 018 549

Dane, Ernest B.
National Security in the Nuclear Age: Public Library Proposal and Booklist. May 1987 Update.
PUB DATE- 1 Oct 87
NOTE- 16p.; Supercedes ED 261 923.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizen Participation; Global Approach; International Education; *International Relations; *Library Collection Development; Library Materials; *Library Planning; *National Security; Nuclear Technology; *Nuclear Warfare; Public Libraries; Reference Materials; School Libraries; Secondary Education; Social Studies

To increase public understanding of national security issues, this document proposes that a balanced and up-to-date collection of books and other materials on national security in the nuclear age be included in all U.S. public libraries. The proposal suggests that the books be grouped together on an identified shelf. Selection criteria for the booklist, cost per library to compile this collection, and applicability to college and secondary school libraries are also discussed. The second section of the proposal contains a booklist of over 68 national security/nuclear age books divided into the following categories: (1) short books for quick grasp of the issues; (2) primary books for broadest understanding; (3) reaching for solutions; (4) strategic, historical, and arms control analysis; (5) readings from prestigious journals; (6) nuclear war: control and planning; (7) the strategic defense initiative (Star Wars); (8) defense reform and defense budget questions; (9) medical, psychological, and environmental assessments; (10) ethical and moral perspectives; and (11) nuclear weapons data, annual publications, and nuclear proliferation. Eighteen of the references on the booklist appear in Appendix L, "References on Strategic Nuclear Policy" of the Congressional study, "Strategic Defenses: Ballistic Missile Defense Technologies." Each of the books is annotated and listed in the third section of the document. (SM)

ED 290 660
SO 018 610

Schlaen, Norah
Educacion de Adultos en America Latina. Estudio Bibliografico. Serie Bibliografica # 3 (Adult Education in Latin America: Bibliographical Study. Bibliographical Series # 3).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Jul 87
NOTE- 31p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Adult Basic Education; *Adult Development; *Adult Education; Adult Learning; Adult Literacy; Adult Programs; Adult Students; Annotated Bibliographies; Basic Skills; Illiteracy; *Literacy Education
IDENTIFIERS- *Latin America; UNESCO

This analytical bibliography describes a group of selected documents that examine the current status and extent of development of adult education in Latin America. Documents were selected for inclusion based upon their focus on and concern for international and national goals and needs of adult education programs and for distribution to countries that participate in UNESCO's "Principal Project for Education." Section 1 describes five works that present and analyze adult education trends which have developed during the past 10 years. Seven documents, abstracted in section 2, examine teaching methodologies, techniques, and evaluation procedures, while section 3 presents five works that analyze adult education efforts specifically directed toward women, youth, and selected ethnic populations. Two documents, described in section 4, examine the relationship between education and employment, and section 5 offers four documents that focus on adult literacy. Seven works, presented in section 6, consider the relatively new expansion of adult education research and studies in Latin America. (JHP)

ED 290 661
SO 018 635

Godoy, Rodrigo Vera
Educadores Polivalentes: Alternativa Educativa para Comunidades Rurales (Effective Educators: Alternative Education for Rural Communities).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Aug 87
NOTE- 125p.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Developing Nations; Educational Development; Educational Needs; Foreign Countries; *Nontraditional Education; *Rural Areas; *Rural Education; Rural Environment; Rural Schools; Socioeconomic Influences; *Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Latin America

The document provides educators with data and information regarding the utilization of alternative educational processes in Latin American rural communities. Many communities exist at social and economic poverty levels and are isolated from urban centers. Documents compiled for use at alternative education conferences, held in Paipa, Colombia in 1985 and in Santiago, Chile in 1986, form the basis for this publication. Part 1 describes the development of diverse strategies for training effective rural educators. It proposes a global education plan, potential school and rural community relationships, and criteria for effective teacher training methods. Rural communities are described as: (1) isolated; (2) economically poor; (3) lacking both communication chains with urban areas and social services; (4) not providing schools or only offering education at primary grade levels; (5) having a high illiteracy level; and (6) experiencing high rates of emigration because of poor economic conditions. Diversity among communities exists in ethnic origins, racial backgrounds, dialects, and languages. Part 2 describes a design for training educators so that they will be able to adapt knowledge and teaching methods to different rural communities' characteristics and levels of economic, social, and cultural development. (JHP)

DOCUMENT RESUME

ED 290 662
SO 018 682

Adler, Susan; Goodman, Jesse
Preparing Teachers of History: Developing a Critical Consciousness.
PUB DATE- 86
NOTE- 133p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (66th, New York, NY, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Higher Education; History Instruction; *Methods Courses; *Social Studies; *Teacher Education; Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Critical Theory

This paper describes efforts to develop a social studies methods course based on a foundation of critical theory in education. The literature concerning critical theory is discussed. Critical theory focuses on three areas of educational thought: (1) the relationship of school to society; (2) conceptions of knowledge and curriculum; and (3) the nature of teaching. Critical theorists argue that teachers should be the primary decision-makers about curricula, teaching strategies, and learning materials. The methods course developed by the authors promotes three goals: (1) empowering future teachers as creators of curriculum; (2) strengthening the link between critical viewpoints of education and teaching practice; and (3) encouraging reflective analysis as an integral aspect of teaching and learning. The first two segments of the course are designed to help students explore basic questions of education and introduce the class to a critical approach for designing curriculum. The last three segments of the course expose students to various resources for and methods of teaching history and the social sciences within the elementary school. The problems associated with implementing critical theory are addressed and suggestions for solving these problems are offered. A bibliography is included. (Author/SM)

ED 290 663
SO 018 691

Development with Women: Mainstreamed or Marginal? Hearing before the Select Committee on Hunger. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Hunger.
PUB DATE- 8 Apr 87
NOTE- 55p.; Serial No. 100-6.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Developing Nations; *Economic Development; *Females; *Foreign Policy; Hearings; International Cooperation; International Education; International Organizations; International Programs; International Relations; Modernization; Primary Sources
IDENTIFIERS- Agency for International Development; Congress 100th; World Bank

The status of efforts to integrate women into the development assistance projects and programs funded by the U.S. government was the subject of this hearing. Representative Elizabeth J. Patterson, Democrat from South Carolina, pointed out that women in developing nations must work 17 hours per day for the survival of their families. Testimony was given by Dr. Irene Tinker, director of the Equity Policy Center, who reviewed the strategies followed by the Agency for International Development (AID), the World Bank, and United Nations agencies to integrate women into development policies. Elise Fiber Smith, the Executive Director of the Overseas Education Fund (OEF) International, discussed the strengths and the accomplishments made by private voluntary organizations (PVO's) in improving the participation of women in the development process. Mary Hill Rojas, president of the Association for Women in Development, discussed the importance of gender factors in agricultural production and strategies to improve low resource farmers access to extension, credit, and other development resources. The document contains the prepared statements of Kay Davies, Director, Office of Women in Development (AID); Kaval Gulhati, president, Centre for Development and Population Activities; Mary Hill Rojas, Elise Fiber Smith, and Irene Tinker. Also, the responses to questions are provided. (SM)

ED 290 664
SO 018 692

Basic Education in Developing Countries. Hearing before the International Task Force of the Select Committee on Hunger. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Hunger.
PUB DATE- 5 Mar 87
NOTE- 120p.; Serial No. 100-3. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Developing Nations; *Economic Development; Economics; *Educational Development; Educational Improvement; Educational Supply; *Financial Support; Foreign Countries; Global Approach; Hearings; *Hunger; International Education; International Relations; Poverty; Primary Sources; Quality of Life; Secondary Education; United States Government (Course); World Problems
IDENTIFIERS- Africa; Agency for International Development; Asia (Southeast); *Basic Education; Congress 100th

The responsibility of the U.S. House of Representatives Task Force on Hunger is to investigate the causes and dimensions of world hunger and to develop legislative recommendations addressing the issues raised. At this hearing, the issue discussed was of basic education as a crucial link in expanding opportunities for poor and hungry people to provide for themselves. The committee members saw a slide presentation provided by the World Bank (the printed narration from the presentation is included). Dennis Brennan, Deputy Assistant Administrator of the Bureau for Science and Technology, Agency for International Development (AID), outlined the role played by the U.S. government in increasing student enrollment in educational programs in developing nations. Ruth K. Zagorin, former Director of the Office for Human Resources (AID), discussed the relation between basic education and development. Douglas M. Windham, Professor of Education and Professor of Public Policy, State University of New York at Albany, spoke about efficiency enhancement as the focus of any donor-supported policy toward education in the developing world. The prepared statements of the committee members and witnesses appear at the conclusion of the document. Charts and tables supplied by AID, illustrating the funding of educational programs in developing nations, are included. (SM)

ED 290 665
SO 018 694

Gayle, Dennis John
Debtor States and the World Market: Explaining Mexican and Brazilian Foreign Economic Policy.
PUB DATE- 10 Oct 87
NOTE- 50p.; Paper presented at the Annual Meeting of the Pacific Coast Council on Latin American Studies (Tempe, AZ, October 10, 1987).
AVAILABLE FROM- PCCLAD Review, 1988, Arizona State University, Tempe, AZ 85287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Comparative Analysis; Developing Nations; Economic Change; *Economic Development; *Economics; Foreign Countries; Higher Education; International Relations; *International Trade
IDENTIFIERS- *Brazil; *Mexico

The ways in which world market instabilities affect indebted developing countries and explanations of their differential policy responses are the central issues addressed in this paper. The development of Brazil and Mexico is examined as examples of middle-income developing nations whose economies have assumed dependent development. Dependent development implies the persistence of relatively undifferentiated domestic economies, with rather narrow ranges of potential exports, continuing reliance on external capital flows and limited flexibility in adapting production to changing market conditions. The world market is analyzed as a construct which results from interaction between the international trade and finance regimes. These international regimes remain dynamically unstable. This is evidenced by extreme trade imbalances and exchange rate instability, as well as continued external debt expansion. Major dissimilarities in the policy environment of the two countries emerged when their sociopolitical development patterns, geohistorical evolution, and current relative participation in transnational corporate activity were examined. One important consequence is that Mexico's recent policy responses to world market instabilities link economic growth and sociopolitical stagnation while Brazil has combined economic immobilism and sociopolitical volatility. Tables, graphs and an 87-item reference list are included. (SM)

ED 290 666
SO 018 695

Goldman, Shifra M.
Art Bridging Boundaries: Central America and the United States.
PUB DATE- 11 Oct 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Pacific Coast Council on Latin American Studies (Tempe, AZ, October 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; Art Activities; *Art Expression; *Artists; Creative Expression; Freedom of Speech; International Relations; Self Expression; *Social Action; Social Responsibility; Visual Arts
IDENTIFIERS- *Central America

This paper describes the organization, Artists Call, as well as several slides shown during the presentation to illustrate "visual solidarity" between artists of the United States and Central America. In 1983, artists in 27 U.S. cities as well as Paris and Mexico City organized Artists Call against U.S. Intervention in Central America. Numerous exhibitions, film showings, art lectures, and other activities have taken place across the United States from 1983 to the present. The slides shown at the conference were divided into several categories: (1) works by North American artists living in California participating in events organized by Artists Call, and works outside Artists Call; (2) artworks by Central Americans in California; (3) murals by North Americans, Latinos, and Latin Americans in Nicaragua, 1983 through 1987; and (4) Artists Call's massive (10,000) Postcard Exhibition and Mail-In Project of 1985. (SM)

ED 290 667
SO 018 703

van Stapele, Peter, Ed.
The Necessity of the Arts in Education. Proceedings of the International Conference of the World Education Fellowship (32nd, Utrecht, Netherlands, August 12-18, 1984).
World Education Fellowship, London (England).
PUB DATE- 87
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Conflict Resolution; *Curriculum Development; Drama; Elementary Secondary Education; Fine Arts; Foreign Countries; International Education; Literature; Puppetry; Visual Arts
IDENTIFIERS- Peace Education

Exploring the place of the arts in the precollege curricula, chapter 1 of these proceedings opens with an overview of the conference by Maria Meulenbeek. The papers in chapter 2 discuss the relationship between art and education and include the authors Hermann Rohrs, Peter van Stapele, Geoff Haward, and Jagjivan R. Sheth. Ways to bring art into the classroom are outlined in chapter 3, including papers on: "Negotiating the Drama Curriculum with Senior Secondary Students," by Frank McKone; "Puppets in Education in India" by Mabel Aranha; "Motivating International Understanding through Art: with Special Reference to the Foreign Language Classroom" by Esther Lucas; "Imaginative Literature: Antidote to Dogma--with Particular Reference to the Poetry of Wilfred Owen," by Rex Andrews; and "Educational Perspectives in Modern West Indian Novels," by Frank A. Stone. In chapter 4, Safia Sultana discusses how the study of art can help people live in a harmonious environment. Peace education and conflict solving are discussed in chapter 5 in papers presented by Anthony Weaver and Mildred Masheder. Max Timmerman discusses creative art by handicapped people, and Tony Hepworth and Bill Taylor's papers reflect arts and minority groups in chapter 7. The document concludes with an epilogue and a 94-item bibliography. (SM)

ED 290 668
SO 018 704

Porter, Paige
Gender and Education: Sociology of the School.
Deakin Univ., Victoria (Australia).

REPORT NO.- ISBN-0-7300-0400-7
PUB DATE- 86
NOTE- 145p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria,

Australia 3217 ($14.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Education; Educational Opportunities; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Feminism; Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Vocational Education; *Womens Studies
IDENTIFIERS- *Australia

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently, the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interaction between gender and education in the domestic curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sara Delamont looks at ways to counter sexism during the child's formative years; Dale Spender discusses the different ways that males get more attention in the classroom; and R. W. Connell, D. J. Ashenden, S. Kessler and G. W. Dowsett point out that schools differentiate between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls, School and Society," is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kenway and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An annotated bibliography is appended. (SM)

ED 290 669
SO 018 710

Chapman, John M., Ed.; Dewsbury-White, Kathryn, Ed.
Social Studies Education in Michigan (1987-88): Challenges, Trends, Programs and Practices.
Michigan State Dept. of Education, Lansing.
PUB DATE- Aug 87
NOTE- 124p.; For the 1971 report on Michigan social studies, see ED 051 067.
AVAILABLE FROM- KVISD-REMC12, 1819 E. Michigan Road, Kalamazoo, MI 49002 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Critical Thinking; *Curriculum Enrichment; Economics Education; *Educational Innovation; Elementary Secondary Education; Experiential Learning; Global Approach; International Education; Law Related Education; *Social Studies
IDENTIFIERS- *Michigan

This document consists of a compilation of articles describing innovative programs and trends in social studies programs throughout Michigan. The introductory article gives the results of a survey of the 1971 innovative programs. The first six articles provide guidelines for undertaking innovative approaches in the classroom and overcoming obstacles to implementing new programs. Twelve articles give synopses of new programs in action in various schools throughout the state. New programs include global approaches to education, a law-related course, and an innovative economics course. The recurrent themes identified in these articles are: (1) learning occurs best by "doing;" (2) higher level thinking skills must have a large role in the classroom; (3) the cognitive developmental stage of the student must be considered; (4) a pragmatic approach to curriculum development and implementation should be emphasized; and (5) students' understanding of their interdependence with other people of the world is important. The document concludes with: (1) a philosophy and rationale for social studies education in Michigan; (2) some pointers on constructing a K-12 social studies program; (3) an outline of suggested range and instructional focus for a K-12 social studies program; and (4) a seven step curriculum development model. (SM)

ED 290 670
SO 018 711

Rooze, Gene E.
Developing Thinking Using Databases: What's Really Involved?
PUB DATE- 14 Nov 87
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (67th, Dallas, TX, November 14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Concept Teaching; *Critical Thinking; *Databases; Elementary Secondary Education; Instructional Materials; *Social Studies; Teaching Methods

The goal of this paper is to examine some erroneous ideas about teaching thinking skills and the use of computer tools, especially databases. The paper reviews: (1) the importance of databases to the teaching of social studies; (2) the teacher's role in aiding students to develop and use databases; (3) the reintroduction of effective teaching strategies; and (4) what is needed to teach thinking. The value of using databases in teaching social studies is that it places students in an active as opposed to a passive role in social studies education. The student prepared database allows students to determine information to collect and to organize seemingly unrelated bits of information into meaningful categories. The teacher must guide the development of categories and search procedures if the students are going to be able to use the database effectively. Critical elements in creating an environment to teach effective thinking are effective questions, an encouraging atmosphere, and patience. The Concept Development Strategy and the Interpretation of Data Strategy are useful in the development and use of databases. The nine steps for focusing on the teaching of thinking skills are included. (SM)

ED 290 671
SO 018 712

Irish, Ann B.
United States-Japan Relations: An Instructional Unit for High School Social Studies Classes.

SPONS. AGENCY- Japan Foundation, New York, NY.
PUB DATE- 87
NOTE- 21p.
AVAILABLE FROM- East Asia Outreach Office, Henry M. Jackson School of International Studies, University of Washington, Seattle, WA 98105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Cultural Awareness; *Foreign Countries; High Schools; Instructional Materials; International Education; *International Relations; Learning Activities; Multicultural Education; *Social Studies
IDENTIFIERS- *Japan

The goal of this unit is to increase student awareness of current issues regarding relations between the United States and Japan. Eleven activities are designed to increase cultural awareness. The unit is introduced by discussing the reasons for study of other nations for multicultural understanding. Students complete a questionnaire concerning their perceptions of Japan and categorize the answers to find common perceptions about Japan. To learn more facts about Japan, students engage in research activities using periodicals; both to learn about Japan and to analyze the way in which the U.S. media presents U.S.-Japan relations. The research findings are presented to the class and also analyzed from the perspective of the Japanese to enhance understanding of the problems blocking better understanding between the two nations. To understand the Japanese perspective, the students complete a questionnaire from the Japanese viewpoint, analyze their research findings from the Japanese perspective, and analyze U.S. information sources from the Japanese viewpoint. The culminating activity is to discuss the information that has been gathered and discuss the results of an examination taken by the class. Appendices include: (1) assignments; (2) list of sources; (3) a summary of answers given by Japanese; and (4) important issues in U.S.-Japan relations. (SM)

ED 290 672
SO 018 713

Irish, Ann B.
Constitutional Rights and Liberties in the United States Constitution and the Basic Law of the Federal Republic of Germany.
PUB DATE- 87
NOTE- 13p.; A two-day to one-week lesson plan adapted from John J. Patrick and Richard C. Remy, "Lessons on the Constitution."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Constitutional History; *Constitutional Law; Cross Cultural Studies; Foreign Countries; Instructional Materials; Learning Strategies; Secondary Education; *Social Studies; *United States Government (Course); United States History
IDENTIFIERS- Basic Law (West Germany); *United States Constitution; *West Germany

The lesson's goal is to enhance student understanding of basic civil rights and liberties through a comparison of the basic documents undergirding the laws of the United States and the Federal Republic of Germany. The lesson contains: (1) a quiz on the basic rights in the United States and West Germany; (2) an outline of the civil rights and liberties under the U.S. Constitution and the Basic Law of West Germany; (3) notes on the Basic Law; (4) major differences concerning rights and liberties in the two documents; and (5) guidelines for presenting the lesson. The unit can be introduced with the quiz to stimulate interest in the differences between the two countries. After taking the quiz, the students can use copies of the West German Basic Law and the U.S. Constitution to locate the correct answers. Following discussion of the similarities and differences between the countries, the quizzes are returned for a class review of the correct answers. (SM)

ED 290 673
SO 018 717

Staten, Teressa V.; And Others
Essential Goals and Objectives for Social Studies Education in Michigan (K-12).
Michigan State Board of Education, Lansing.
PUB DATE- Aug 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Course Descriptions; Curriculum Design; Curriculum Development; *Democratic Values; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Social Studies; State Curriculum Guides; *Values Education

The four elements of an effective social studies program are identified as knowledge, values, skills, and social participation.

This Michigan curriculum guide delineates the goals and objectives for each of these elements. If the elements are to be translated into learning opportunities, the social studies program should exhibit these characteristics: (1) social studies programs for all students; (2) an emphasis on widely applicable basic concepts; (3) a selective approach to content; (4) conceptual frameworks undergirding programs; (5) clearly stated objectives; (6) appropriate learning activities; (7) varied instructional materials; and (8) a supportive classroom climate. Guidelines for constructing a K-12 social studies program and the suggested range and instructional focus for each grade level are outlined in sections 2 and 3. The goals and objectives for the K-12 program are outlined in section 4. Appendices include: (1) the common goals of Michigan education (excerpts); (2) education codes and state board of education recommendations; and (3) a model for social studies curriculum and instructional program planning. (SM)

ED 290 674
SO 018 729

Waterman, David; And Others
Public Participation in the Arts via the Media.
University of Southern California, Los Angeles. Annenberg School of Communications.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- RFQ-86-02
PUB DATE- Sep 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Appreciation; *Audience Participation; *Audiences; Cultural Activities; Dance; Drama; Fine Arts; *Mass Media; Media Research; Music; Participant Characteristics; Radio; Television; Theater Arts; Visual Arts

This report examined media audiences for the arts using data gathered in the Survey of Public Participation in the Arts (SPA) covering approximately 18,000 U.S. adults in 1982 and 16,000 adults in 1985. The SPA questionnaire covers the use of television, radio, and recordings as a means to participate in seven particular arts activities, which include jazz music, classical music, opera, musical stage plays or operettas, non-musical stage plays, ballet, and the collections of art museums or galleries. The data showed that well over half of all adults participated in at least one of the seven art forms either through television, radio, or recordings during the past year. Annual reaches of the SPA art forms through media are in most cases several times as great as the reaches of comparable live events or activities. Media audiences for the arts consistently have an average higher income and education level and are more likely to live in urban areas. Residents of non-urbanized areas do not substitute media participation for live participation any more than do residents of urban areas. Overall, the media provides a window to the world of the most talented artists and arts organizations. Tables are used throughout the report to illustrate the findings. Appendices include the SPA questionnaire and the comparative demographic and geographic determinants of arts attendance and media use. (SM)

ED 290 675
SO 018 739

A Short History of American Labor.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- 87
NOTE- 18p.; Adapted from "AFL-CIO American Federationist," March 1981.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics Education; *History; Labor Conditions; Labor Demands; *Labor Legislation; Labor Standards; Negotiation Agreements; Quality of Working Life; Resource Materials; Social Studies; *Strikes; Union Members; *Unions; *Work Environment
IDENTIFIERS- *American Federation of Labor; *Congress of Industrial Organizations

This document traces the U.S. labor movement's history, documents its achievements, and describes its goals. The labor movement played a central role in the elevation of the U.S. standard of living through benefits negotiated by unions, such as vacations with pay, pensions, health and welfare protection, and grievance and arbitration procedures. In response to a need for an organized labor movement, representatives from a few trades and industries met at Pittsburgh on November 15, 1881, forming the Federation of Organized Trades and Labor Unions. The American Federation of Labor (AFL) evolved from this earlier organization and was formalized on December 8, 1886 with 300,000 members in 25 unions. In 1938, John L. Lewis left this federation, formed the Congress of Industrial Organizations (CIO), and quickly brought industrial unionism to large sectors of basic U.S. industry. The strength of the AFL and CIO, coupled with Roosevelt's domestic programs, led to passage of a number of national social programs. In 1955, the AFL and CIO reunited and formed the AFL-CIO. Full employment and the strengthening of free unions throughout the world are ongoing objectives of the AFL-CIO. A teacher's guide is provided that contains goals, objectives, key concepts, terms, people, events, and legislation. (SM)

DOCUMENT RESUME

ED 290 676
SO 018 744

Scering, Grace
The Individualistic Enterprise of Education.
PUB DATE- 31 Oct 87
NOTE- 16p.; Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice (Dayton, OH, October 28-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; Federal Programs; Individualized Education Programs; *Individualized Instruction; Programed Instruction; Systems Approach

The individualistic enterprise of education is questioned in this paper. The scientific movement in education in collaboration with private corporations and federal funding has fostered an individualistic enterprise that promotes a restricted role of the individual in society. Three well-known individualization projects are Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), and Program for Learning in Accordance with Needs (PLAN). These federally funded individualization projects are systems of instruction at the curricular level. Linking systems management to school reform involves the alteration of school environments. Many educators became concerned with the social relations that underlie the use of scientifically prepared systematized curricular programs. The view of the individual inherent in systems management instruction and its associated curricular forms is economic individualism. Economic individualism brings into question the role of personal gain and private control in relation to the schools' purpose in society. Economic individualism and its inequalities are not realized in the schooling process since it is taken for granted that the process is fair. The role of education in supporting this economic individualism should be questioned. In this capacity, education restricts the kinds of individual development that serve to improve society. (SM)

ED 290 677
SO 018 753

Wangen, Roger
Model Learner Outcomes for Social Studies.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 87

NOTE- 327p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Improvement; Educational Objectives; Elementary Secondary Education; Instructional Effectiveness; *Outcomes of Education; *Social Studies; State Curriculum Guides
IDENTIFIERS- *Minnesota

This document provides a model to help local teachers and administrators develop learner outcomes at the local level. Chapter 1 defines the State Board of Education's values, philosophy, mission, and goals. Chapter 2 explicates the process for identifying what is being taught and what ought to be learned. This process guide provides a list of the elements for each of the six components of the scope of social studies education. The model of a rationale for requiring social studies offered in chapter 3 is in the spirit of encouraging a review or discussion of both the academic offerings and educational environment at the local level. Chapter 4 provides school district personnel with a model of learner outcomes a student is expected to have developed as a result of participating in a K-12 social studies program. Chapter 5 outlines a process for transposing learner outcomes into classroom scope and sequence. Twenty-five appendices provide the models, guidelines, recommendations and suggestions needed to implement development of learner outcomes. (SM)

ED 290 678
SO 018 759

Mehlinger, Howard D.
The Reform of Social Studies and the Role of the National Commission for the Social Studies.
PUB DATE- 28 Dec 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Historical Association (Washington, DC, December 28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Educational Improvement; Educational Innovation; Elementary Secondary Education; Sequential Approach; *Social Studies; Teacher Effectiveness; Teaching Load
IDENTIFIERS- *National Commission for the Social Studies

The creation of a National Commission for the Social Studies offers an extraordinary opportunity to reconsider the mission of social studies education and move in new directions. Defining what the social studies field should be will help to answer the question of what should be taught. Questions of what children can learn in the elementary school years and what they need to know in order to form a sound foundation need to be addressed. A suggested sequence for grades seven through twelve might include: (1) grade 7 (geography); (2) grades 8, 9, and 10 (U.S. history and world history studied over a three-year period but with flexible scheduling of class meetings); (3) grade 11 (U.S. government and economics); and (4) grade 12 (U.S. problems and electives). More time and materials are needed by teachers in order to prepare and implement better instructional strategies. Other issues that also need to be confronted by the Commission include: (1) teacher education; (2) the responsibility of academic disciplines in explicating themes, topics, concepts, and generalization of their disciplines; and (3) providing students with opportunities to apply knowledge to "real life" experiences within the school and community. (SM)

ED 290 679
SO 018 766

Kealey, Robert J.
The Prayer of Catholic Educators.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 87
NOTE- 152p.; This book was produced as a result of a grant from the Father Michael J. McGivney Memorial Fund for New Initiatives in Catholic Education.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Educators; Catholic Schools; Elementary Secondary Education; Parochial Schools; *Religious Education; Religious Holidays; Resource Materials
IDENTIFIERS- *Prayer

This prayer book is intended for Catholic educators who are involved in the ministry of education and as teachers in Catholic schools. Daily prayer services are included, each centering on a particular theme pertinent to the personal and professional lives of ministers and teachers. The first week of themes for the month focus on the concept of ministry; the second week of the month examines the life of Jesus and the model he presents to teachers. The final 17 prayers of the month present reflections on values that teachers practice in their ministry to students. Additional prayer services have been provided for the days of Advent, Christmas, Lent, and Easter. Several prayer services provide teachers with an opportunity to reflect on the lives of saints who have exercised the ministry of education. (SM)

ED 290 680
SO 018 771

Art Studies: Art 11, Art 21, Art 31. Curriculum Guide, 1987.

Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-51-3
PUB DATE- 87
NOTE- 377p.; Some pages printed on brown paper.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Appreciation; *Art Education; *Art History; Course Content; Course Descriptions; Course Objectives; Curriculum Development; Curriculum Guides; Foreign Countries; Fundamental Concepts; Learning Activities; Secondary Education; *Visual Literacy
IDENTIFIERS- *Alberta

Art studies is a sequence of experiences intended to enhance Alberta, Canada students' knowledge in the discipline of art, emphasizing the student as critic, consumer, and historian. Art 11 surveys the role of the artifact in every day life. Art 21 surveys the history of art in western culture. Art 31 examines the impact of international influence and technology on modern art. Ten goals, identified with the components of function, creation, and appreciation, are the basis for objectives and concepts at each level. This guide provides teachers with the means to plan and develop an art studies program that is clearly outlined, with specific objectives, descriptions of concepts, and experiences that students will encounter. The objective pages present the concept statements derived from each objective as well as the criteria that can be used to evaluate student progress. The concept pages contain concepts, focus, study approaches, evaluation approaches, and resources. Appendices contain a description of evaluation methods, a system of art criticism, and a 21-item bibliography. (SM)

ED 290 681
SO 018 795

Wade, Kenneth

Social Studies 9-10: Global Studies. Tentative Syllabus.

New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Teaching; *Course Content; *Fundamental Concepts; *Global Approach; International Education; Learning Activities; Secondary Education; *Skills; *Social Studies; World Affairs; World Geography; World History
IDENTIFIERS- Africa; Asia; Europe; Latin America; Middle East

This syllabus provides a guide for administrators and teachers in selecting strategies and materials to achieve the New York state social studies program goals and objectives for global education. The first section lists the state goals for elementary, secondary, and continuing education. The second section delineates the social studies skills of the K-12 program. The third section includes knowledge, skills, and attitude objectives for the global studies course. The remainder of the syllabus outlines the specifics of the course. The course is comprised of eight units on: Africa; South and Southeast Asia; East Asia; Latin America; the Middle East; Western Europe; the Soviet Union and Eastern Europe; and the world today. Each unit is introduced by goals and objectives. Content, major ideas, and model activities are outlined for the unit. The 15 concepts that the 7-12 social studies program is built on are developed and enhanced in this 2-year global studies course. Guidelines for integrating handicapped students are appended. (SM)

ED 290 682
SO 018 797

Larson, Joanne; And Others
Social Studies Program [Grade 5]. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Teaching; *Cultural Education; *Economics Education; Foreign Countries; Geographic Concepts; *Geography Instruction; Grade 5; Instructional Materials; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides
IDENTIFIERS- *Canada; *Latin America

Geographic, economic, and social/cultural understandings related to the United States, Canada, and Latin America are emphasized in this fifth-grade social studies program. The syllabus contains a teacher notebook that elaborates key features of the program and suggests relevant classroom applications. The notebook includes: (1) the program's 10 concept goals; (2) the skill goals; (3) a student evaluation; (4) ways to link literature with social studies; (5) methods to develop citizenship competency; (6) the development of student participation projects; and (7) a teacher self-checklist. The syllabus section includes: (1) an overview of the program; (2) K-6 program generalizations; (3) a syllabus symbol key; and (4) an explanation of the format. To encourage teacher flexibility in lesson planning, several learning activities are outlined for the development of each of the key concepts, content understandings, and skills. Resources are also suggested for each activity. A student evaluation component is also provided. (SM)

ED 290 683

SO 018 798

Barker, Bruce; Christian, Duane
A Study to Report the Teaching about Japan in Secondary World History Classrooms in Texas, Oklahoma, and Louisiana.
PUB DATE- 17 Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (67th, Dallas, TX, November 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Asian History; Foreign Countries; *History Instruction; Instructional Effectiveness; Modern History; Secondary Education; *Social Science Research; *Social Studies; Teaching Methods; *World History
IDENTIFIERS- *Japan; Louisiana; Oklahoma; Texas

This study assessed the extent to which information about Japan is taught in secondary world history classrooms in Texas, Oklahoma, and Louisiana. The sample used for this study was 475 world history teachers, randomly selected, in K-12 school districts scattered across Texas, Oklahoma, and Louisiana. A 21-item questionnaire was mailed to each of the teachers. Responses were received from 195 teachers. The Statistical Analysis System (SAS) computer program for the social sciences was used to list the frequency distributions and to calculate the mean, standard deviation, and range for each of the variables taken from the questionnaire. From the study sample, it was determined that the amount of teaching time devoted to the study of Japan varies significantly among teachers. While world history teachers spend between six to seven class hours teaching about Japanese history, little time is given to teaching about Japan's economic growth or about its role as a world trade leader. Teachers reported that only about one-third of their students are likely to view an educational film or filmstrip on Japan, and few of their students hear guest lecturers on Japan. However, teachers rank the importance of teaching about Japan rather high. Only teaching about Russia and China were rated as more important topics. (SM)

ED 290 684
SO 018 801

Crews, Kimberly A.
Where Is the Metropolitan U.S.?
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Dec 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Geography; Information Sources; Instructional

Materials; *Metropolitan Areas; Population Distribution; Population Growth; Population Trends; Secondary Education; *Social Studies; *Sociology; *Urban Areas

A Metropolitan Statistical Area (MSA) may be comprised of one or more counties, can cross state lines, and must contain a city or urbanized area of 50,000 or more people. The population of the whole county (or counties) is included in the MSA even if part of the county is rural. A Consolidated Metropolitan Statistical Area (CMSA) must have over one million population and contain at least one Primary Metropolitan Statistical Area. Since 1980, metropolitan area growth has been faster than growth in nonmetropolitan areas. Metropolitan Statistical Areas show slow or declining growth in the northeast and midwest and more rapid growth in the south and west. Ninety-five of the 100 fastest-growing MSAs are located in the south and west. Eighteen CMSAs had over two million people in 1986; nine were located in the northeast and midwest regions and nine were in the south and west regions. Nearly one-half (48 percent) of the U.S. population lives in metropolitan areas of more than one million. Suburban areas are no longer dependent on central cities for jobs, because corporations have begun moving to the suburbs. The subsequent build-up of shopping malls and other service centers has increased the economic split between central cities and their suburbs. Resources and strategies for teaching about population are included in this issue. (SM)

ED 290 685
SO 018 804

Consumer's Resource Handbook. 1988 Edition.
Office of Consumer Affairs, Washington, D.C.
PUB DATE- 88
NOTE- 100p.
AVAILABLE FROM- Consumer Information Center, Pueblo, CO 81009.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Consumer Economics; *Consumer Education; Consumer Protection; Daily Living Skills; Home Economics; Information Sources; Money Management; Purchasing; *Social Studies
IDENTIFIERS- Consumers

This handbook is intended to help consumers exercise their rights in the marketplace in three ways: (1) it shows how to communicate more effectively with manufacturers, retailers, and service providers; (2) it is a self-help manual for resolving in dividual consumer complaints; and (3) it lists helpful sources of assistance. The handbook has two sections. Part I, How to Be a Smart Consumer, features tips on avoiding purchasing problems and getting the most for one's money. It gives steps for handling one's own complaint and writing an effective complaint letter. Part II, the Consumer Assistance Directory, lists consumer offices in both the public and private sectors that provide assistance for consumer complaints. An index in the back of the handbook lists, by subject, the appropriate contact. Consumer tips and reminders on resolving complaints appear throughout the handbook. These tips are also in the index by subject. (YLB)

ED 290 686
SO 018 807

The Future Directions in Education. Report of the Future Directions in Education Conference (Mont Ste. Marie, Quebec, Canada, October 1986).
Canadian Association of School Administrators, Toronto (Ontario).; Canadian School Trustees Association, Ottawa (Ontario).
REPORT NO.- ISBN-0-920632-26-2
PUB DATE- Jun 87
NOTE- 104p.
AVAILABLE FROM- Canadian School Trustees Association, 124 O'Conner Street, Suite 505, Ottawa, Canada ($10.00).
LANGUAGE- English; French
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Cooperation; Educational Development; *Educational Planning; Foreign Countries; *Futures (of Society); Governance; *Government School Relationship; Relevance (Education); *School Business Relationship
IDENTIFIERS- Canada

Representatives of Canadian business, labor, government, and education met to share insights about the future of education and to formulate options for adopting the public school system to the challenge of the future. The keynote address delivered by Frank Feather, President of Globescope, Inc. and editor of "Canada Tomorrow," challenged Canadians to reinvent their educational system to meet the challenge of rapid social, technological, economic, and political changes. Addresses were delivered by Stuart L. Smith, Arthur Kratzmann, Frank Garritty, and Robert Moore. The speakers expressed the view that publicly supported schools should reflect the values and expectations of the society they serve. The speakers also said that commitments must be made to individualized learning, nurturing personal qualities, and vocational education. A need for lifelong learning and co-operation between the government and the partners of education was emphasized. Workshops were formed around the topics of: (1) the labor market and future skill requirements; (2) directions for lifelong education; (3) the roles of the federal, provincial, and local levels of government; and (4) the relationship between education and the quality of life. Bernard Shapiro synthesized the discussions and offered his comments and critique of the proceedings. Summaries of the speeches are provided in the document. (SM)

ED 290 687
SO 018 818

Merryfield, Merry M., Ed.
Lessons from Africa: A Supplement to Middle School Courses in World Culture, Global Studies, and World Geography. Experimental Edition.
Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 21 Sep 87
NOTE- 115p.; Developed in part from "Strengthening Social Studies in Africa," a 1987 Indiana University summer institute.
AVAILABLE FROM- Social Studies Development Center, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; Area Studies; *Cultural Awareness; Developing Nations; Geography; Instructional Materials; Junior High Schools; Lesson Plans; Middle Schools; Multicultural Education; Social Studies
IDENTIFIERS- *Africa; Gambia; Ghana; Kenya; Lesotho; Liberia; Malawi; Nigeria; Sierra Leone; Somalia; Sudan; Swaziland; Tanzania; Uganda; Zambia; Zimbabwe

These lessons were written by African social studies specialists for U.S. middle school students to stimulate interest in and develop a positive attitude toward Africans and their culture. Each lesson provides objectives, materials, teaching procedures, and is meant to be used as a textbook supplement. To promote understanding of young Africans, lesson 1 examines the events of a day in the life of 13-year-old youths from Gambia, Somalia, Sudan, and Zimbabwe. The stereotypes African teenagers have of U.S. citizens are examined in lesson 2. To enhance cultural awareness, the customs, food, clothing, and rituals from several countries are studied in lessons 3-8. These include: (1) the marriage customs of Liberia, Malawi, and Uganda; (2) the naming ceremony of newborns, which is central to many African nations; (3) the cuisine and etiquette of Sierra Leone, Uganda, and Zambia; (4) the Swazi dress; and (5) the family life of Ghana, Tanzania, and Zambia. The problems of African young people are analyzed through a case study from Lesotho in lesson 9. The status of different occupations in Nigeria is the subject of lesson 10. The lessons conclude with an examination of U.S. strengths and weaknesses from the African perspective. (SM)

ED 290 688
SO 018 819

Price, Mary A.
"The Midnight Judges Ride Again": Marbury v. Madison. Mock Trial Prepared for Classroom Use.
PUB DATE- 5 Jan 88
NOTE- 32p.; Some pages contain broken, blurred print.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Court Judges; Court Litigation; Federal Courts; Federal Government; Federal Legislation; High Schools; *Simulation; *Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- Judicial Review; *Supreme Court; *United States Constitution

The goal of this mock trial is to dramatize the Federalists' struggle to strengthen their control over the judicial branch of the U.S. government after losing the Presidency and Congress in the 1800 election. This mock trial reveals the personalities of key historical figures, such as Jefferson, Madison, and Marshall and distinguishes how they used the letter and spirit of the law to shape the three branches of government. Approximately four class periods are needed for the trial. During the first class period, the teacher gives an introductory lecture and assigns roles for the play. The students work on their roles during the second class period. The mock trial takes place during the third class period and requires approximately 40 to 50 minutes. The student newspaper reporters turn in news stories of the trial during the fourth class period, and the class may have a follow-up discussion. The learning packet includes: (1) the overview of the facts and issues in the case; (2) instructions for the three plaintiffs' attorneys and their opening statements; (3) instructions for the three defendants' attorneys, including opening arguments; (4) instructions for the clerk of court and a courtroom diagram; (5) instructions for the justices; and (6) instructions for newspaper reporters. A 6-item bibliography and auxiliary activities are included. (SM)

ED 290 689
SO 018 820

Celebrate the Constitution: A Guide for Public Programs in the Humanities, 1987-1991.
Federation of State Humanities Councils, Washington, DC.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jun 87
NOTE- 83p.; Prepared by the Committee on the Bicentennial. For use with the "Bicentennial Bookshelf," a reference collection about the nation's founding documents sponsored by the National Endowment for the Humanities.
AVAILABLE FROM- Federation of State Humanities Councils, 1012 Fourteenth Street, N.W., Suite 1207, Washington, D.C. 20005.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Programs; *Citizen Participation; Community Involvement; *Community Programs; *Constitutional History; *Constitutional Law

IDENTIFIERS- *Bicentennial; *United States Constitution

With the Bicentennial Bookshelf as a foundation stone, communities will be able to stimulate public discourse on the meaning of constitutionalism in the United States through the use of this guide. Guidelines and model programs are provided for initiating reading and discussion programs, conferences, lectures series, and seminars and institutes. Three approaches to reading-discussion groups are described: (1) the participant-led approach; (2) the Socratic approach; and (3) the debate-discussion approach. Conference programs offer an ideal setting to explore the fundamental issues of the U.S. Constitution because they bring together a group of people for a concentrated period of time to focus on specific, well-defined questions. Conference models presented are suitable for (1) the general public; (2) lawyers, judges, legislators; and (3) secondary school teachers. Lecture series on the major elements of the Constitution can help focus attention on the nation's vital character and heritage. Institutes and seminars take as their primary task the encouragement of a deeper understanding of the subject matter of the humanities. The appendices include: (1) Bicentennial Bookshelf list; (2) directory of State Humanities Councils; (3) suggestions as to sources of financial support for public programs; and (4) bicentennial resource list. (SM)

ED 290 690
SO 018 828

Sheehan, Bernard W.
Land and Liberty: The Ordinances of the 1780s.
PUB DATE- 87
NOTE- 13p.; For related documents, see SO 018 835-36.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Civil Rights; Governance; Government (Administrative Body); Land Acquisition; Land Settlement; Land Use; *Social Studies; State Government; *United States History
IDENTIFIERS- *Bicentennial; *Northwest Ordinance 1787; Northwest Territories

The U.S. Constitution established the broad legal frame for the U.S. political order; the ordinances provided the indispensable means for the expansion of that order across the continent. The first effort at organizing the northwest occurred in 1784. Written by Thomas Jefferson, the Ordinance of 1784 defined the stages through which territories should pass to statehood, made membership in the confederation perpetual, outlawed slavery, and required that state governments should be republican. The Land Ordinance of 1785 solved the problem of the orderly distribution of land. The Northwest Ordinance, enacted by Congress on July 13, 1787, contained machinery for state making and the Articles of Compact. Provisions assuring freedom of religion, trial by jury, habeas corpus, security of property and contract, proportional representation, public support of education, and the exclusion of slavery from the northwest in the territorial stage were included in the Articles of Compact. The ordinance required that "utmost good faith" should be shown toward the Indians. Their property was not be taken without their consent, and laws were to be passed to prevent injustices and to preserve the peace. (SM)

DOCUMENT RESUME

ED 290 691
SO 018 835

Madison, James H.
Extending Liberty Westward: The Northwest Ordinance of 1787.
PUB DATE- May 87
NOTE- 16p.; For related documents, see SO 018 828 and SO 018 836.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Civil Rights; Governance; Government (Administrative Body); Land Settlement; Slavery; *Social Studies; State Government; *State History; United States History
IDENTIFIERS- Bicentennial; *Indiana; *Northwest Ordinance 1787; Northwest Territories

The Northwest Ordinance of 1787, which provided for government of the largely unsettled frontier area north of the Ohio River and for an orderly, three-stage transition of the territories from control by national government to full and equal statehood, joins the Declaration of Independence and the U.S. Constitution to form a trinity of founding-era documents that charted the course of a new nation. The Northwest Ordinance aroused conflict in Indiana and more broadly among U.S. citizens over slavery and sectionalism, states' rights, representative government, western expansion, and individual freedom. The Indiana Territory was created in 1800, and its first governor was William Henry Harrison. Many of Harrison's fellow settlers resented their lack of a voice in government and pushed hard for transition to the second, semi-representative stage as promised in the ordinance. The force of numbers pushed Harrison to agree to movement to the second stage. The pattern of conflict was repeated in moving to the third stage although the conflict was more intense and enduring. A population census in 1815 counted 63,897 Hoosiers, more than enough to meet the requirements of the Northwest Ordinance for statehood. In 1816, 43 men wrote a constitution for Indiana, and on December 11, 1816, President James Madison approved statehood. The Indiana constitution of 1816 ended the controversy over slavery by making Indiana a free state. (SM)

ED 290 692
SO 018 836

Baxter, Maurice
The Northwest Ordinance: Our First National Bill of Rights.
PUB DATE- May 86
NOTE- 5p.; For related documents, see SO 018 828 and SO 018 835.

AVAILABLE FROM- Department of History, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Civil Liberties; *Civil Rights; History Instruction; Justice; Slavery; *Social Studies; *United States History
IDENTIFIERS- *Bicentennial; *Northwest Ordinance 1787; Northwest Territories

The Northwest Ordinance is noteworthy not only for its provision of stages of development and eventual admission of new states into the Union but also for provisions which protected civil liberties of the inhabitants. In the latter part of the ordinance there are six articles of "compact" that declare fundamental principles of liberty. Free exercise of religious faith, prescriptions for a fair system of criminal justice (such as trial by jury), no interference with existing contracts, protection of Indians, and prohibition of slavery are included in the Articles of Compact. Nathan Dane, a young congressional delegate, drafted the ordinance in its final form and included these basic liberties. The bills of rights in the state constitutions appears to have had the greatest influence on Dane in including these basic rights. A comparison of the ordinance and the state constitutions on civil liberties reveals striking similarities between the state constitutions and the ordinance. Article Six of the compact, prohibiting slavery, became significant as the controversy about the extension of slavery into the west persisted prior to the Civil War. In historical context, the articles on civil liberty expressed few new ideas but reiterated a cluster of already determined principles. Still, these articles are foundation stones in the structure of U.S. liberty. (SM)

ED 290 693
SO 018 844

Legal Literacy: The ABC's of American Law and Justice. American Bar Association 1988 Planning Guide: Law Day USA May 1.
American Bar Association, Chicago, Ill.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizen Participation; Citizenship Education; Citizenship Responsibility; Constitutional Law; Elementary Secondary Education; *Law Related Education; Learning Activities; *Social Studies; United States Government (Course)

The purpose of Law Day is to call the citizenry's attention to the principles and practices of U.S. law and justice. Activities held by community groups and schools to celebrate Law Day include mock trials, debates, essay and poster contests, and films. This guide was developed to assist community groups or classes to participate in the observance of Law Day. This year's theme, legal literacy, denotes the shared knowledge and common information that may be taken for granted in law-related communications. A detailed outline for planning a law day program, starting with naming a chairperson and forwarding the name to the American Bar Association (ABA) in order to receive Law Day material is provided. A section, written for chairpersons who are working with small budgets and few volunteers, is also useful for teachers starting new classroom projects. The awards and competitive events, which include a theme competition, public service awards, and the Judge Finch speech awards, are detailed. Suggestions for locally sponsored Law Day award programs, such as the Liberty Bell Award, are provided. The guide also includes: (1) informational materials; (2) samples of previous public service award projects; and (3) descriptions of model programs. (SM)

ED 290 694
SO 018 845

Calvert, William; Hutchinson, Roger L.
Vietnam Veteran Levels of Combat: Perceived and Actual Violence.
PUB DATE- 18 Dec 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Behavior; Social Science Research; *Veterans; *Violence
IDENTIFIERS- *Military Combat; *Vietnam Veterans

The purpose of this study was to investigate whether or not a relationship exists between levels of combat experienced by Vietnam veterans and later perceptions of violence, violent attitudes, or violent behavior. Comparison groups included: (1) heavy combat Vietnam veterans; (2) light combat Vietnam veterans; (3) no combat Vietnam veterans; and (4) civilians (non-veterans). Participants were members of central Indiana Vietnam veterans organizations. Subjects in the civilian group were friends of participants. Level of combat was determined by Figley's Level of Combat Questionnaire. Past behavioral problems and the similarity of the groups were measured by the Brief Demographic Questionnaire (BDQ). The Combat Experience Questionnaire was used to determine actual combat experiences. To gauge attitudes toward violence, the Attitudes and Issues Scale was used. The CT Scales, a modification of Straus's original Conflict Tactics Scales, were used to measure actual behavioral violence. Based upon the results of this study, levels of combat appear to be unrelated to post-war violent attitudes. Also, neither heavy nor light combat Vietnam veterans appear to engage in violent behavior any more than their Vietnam era veteran or civilian peers. (SM)

ED 290 695

SO 018 846

Hutchinson, Roger L.; Schechterman, Andrew L.
Perceived Impact of the Women's Movement: Views of Rural Midwestern University Men and Women.

PUB DATE- 18 Dec 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Females; *Feminism; Higher Education; Sex Differences; Social Science Research; *Student Attitudes; Student Development; Student Experience; Womens Studies

Current male/female role perceptions appear to be in concert with the egalitarian trend of society in general, according to this study conducted with 159 undergraduate students (99 females, 60 males) at a rural midwestern university. The FEM Scale, developed by Smith and other researchers (1975), was used to measure attitudes toward the women's movement. The FEM scale provides a measure of attitudes toward feminism and deals with acceptance or rejection of central beliefs regarding feminism rather than attitudes toward avowed feminists. Eighty-seven percent of the participants scored in the liberal direction on the FEM Scale, and 23 percent scored in the conservative direction. Participants who stated that the women's movement has had an impact upon their lives had more liberal attitudes toward women. Males and females in this sample hold liberal values and attitudes toward women. Many of these college-age students would be willing to learn more about the women's movement and/or be a part of its promotion in the social-political environment. Implications are indicated for persons who work directly with university students. Opportunities should be provided to maximally encourage and promote successful student involvement in psychological, social, and political issues. (SM)

ED 290 696
SO 018 866

Stakes, Mary E.
"Welcome to Philadelphia": An Original Dramatization of Life in the 1780s.
Georgia Univ., Athens. Carl Vinson Inst. of Government.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- Nov 87
NOTE- 17p.; Play performed at the Teacher-Leadership Conference on Preparing for the Bicentennial of the U.S. Constitution (Athens, GA, November 5-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Constitutional History; Creative Activities; *Dramatic Play; Life Style; Secondary Education; *Social Studies; *Teaching Methods; *United States History
IDENTIFIERS- *United States Constitution

Teachers can create an interest in the founding period of U.S. history and present students with an authentic view of this time period through the presentation of this play. The dramatic pretense of the play is that the audience, by their presence, is part of the drama. The audience plays the part of travelers visiting a Philadelphia home in the late 1780s to learn more about everyday life, as well as about the events that took place in Philadelphia in 1787. The stage is simply set, using items that suggest the period. The script was developed from various publications available on the founding period. The two characters, Mary and Edwin Hopkins, are a middle-class couple with five children. Mr. Hopkins is a printer, and Mrs. Hopkins is a housewife who welcomes the visitors and tells of the everyday duties of running her household, such as sewing and cooking. She tells the visitors how the Revolutionary War affected her family. Mr. Hopkins discusses his job and tells the visitors about the important documents he has printed. He describes the nation as it was during the 1780s, including the transportation system, communication, and different customs. The couple describe the major cities of that period, New York, Williamsburg, Virginia, Charleston, South Carolina, and Philadelphia to the visitors. The sources that formed the basis for the script are listed. (SM)

ED 290 697
SO 018 882

Lockledge, Ann
Economic Concepts Unit.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; Elementary Education; Human Geography; Learning Activities; Middle Schools; Money Management; Natural Resources; Units of Study
IDENTIFIERS- *Economic Concepts; Economic Influences; *North Carolina

The purpose of this unit is to increase student comprehension of the economic forces at work in regions, states, nations, and the world. Although the unit is intended for North Carolina teachers, it is appropriate for all economic programs. The unit encourages students to examine how geography, available resources, capital investment, and economic activity affect their geographic region. The 19 lessons are activity oriented and are designed to enable students to: (1) use basic economic vocabulary to identify human activity; (2) list ways money is necessary for economic activity; (3) describe how unequal distribution of natural, human, or capital resources can affect economic activity; (4) explain how geographical regions are economically interdependent; and (5) give examples of the relationship among resources, economic activity, and resulting products. The culminating activity involves exploring the economic impact of the exhaustion of an essential resource. Lessons appropriate for each grade level are included in the unit, and each lesson is accompanied by teaching strategies. (SM)

ED 290 698
SO 018 883

Government by the People, Government upon the People. A Comparison of Democratic and Undemocratic Forms of Government: The U.S. and the U.S.S.R.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
REPORT NO.- ISBN-0-88464-120-1
PUB DATE- 87
NOTE- 29p.
AVAILABLE FROM- ADL Education Department, 823 United Nations Plaza, New York, NY 10017 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalism; *Civil Liberties; *Civil Rights; Communism; Democracy; Due Process; Justice; Learning Activities; Learning Modules; Political Science; Politics; Privacy; Search and Seizure; *Social Studies; United States Government (Course)
IDENTIFIERS- United States; USSR

The goals of this learning packet are to: (1) increase understanding of the Soviet system; (2) enhance appreciation of U.S. constitutionally guaranteed rights; and (3) inform students of how governmental policies of both nations are reflected in the lives of ordinary people. The 17 reproducible lessons are designed to present: (1) the philosophy and structure of government; (2) the rights of citizens; and (3) with the work and home life of ordinary Soviet and U.S. people. In lessons 1-3, students define and distinguish between the political and economic systems of the United States and the Soviet Union. In lessons 4-9, students compare the rights to free speech, free press, fair trial, suitable punishment for crimes, free worship, and free movement in the United States and the Soviet Union. Students also analyze how government policies are reflected in the lives of contemporary Soviet dissidents and refuseniks, and they will study the U.S. judicial and political systems. In lessons 10-16, students draw comparisons between education, work, crime, and home life in the Soviet Union and the United States. In lesson l7, students analyze reasons that the U.S. government is democratic and the Soviet government is totalitarian. A teacher's guide, which outlines the objectives and teaching strategies for the module, is included with the packet. (SM)

ED 290 699
SP 029 492

The Future of Teaching in Michigan. Seizing the Opportunity: A Time for Commitment. A Report from the Future of Teaching Committee.
Michigan State Board of Education, Lansing.

PUB DATE- Oct 86
NOTE- 43p.; For the executive summary, see ED 276 704.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; *Educational Legislation; Elementary Secondary Education; Higher Education; Improvement Programs; *State Action; Teacher Education; *Teacher Improvement; Teacher Recruitment; Teacher Shortage; Teacher Supply and Demand; Teaching Conditions
IDENTIFIERS- *Michigan

In this report on improving education in Michigan, a brief analysis is first presented of the educational trends in the state and factors affecting the teacher shortage. Recommendations for future action include: (1) financial investment by the State in teachers and teacher education; (2) recruiting the most committed, caring, and talented teachers; (3) improving the quality of school leadership; (4) maintaining and improving the quality of higher education and public education; and (5) establishing teacher career development and advancement opportunities. A brief discussion is presented on the current status of teacher supply and demand in Michigan and recommendations are made to alleviate an anticipated teacher shortage. Seventy references are included. Appended are a description of the study design and a list of presenters at the Future of Teaching Focus group meetings. (JD)

ED 290 700
SP 029 556

Gudmundsdottir, Sigrun
Learning To Teach Social Studies: Case Studies of Chris and Cathy.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Cognitive Structures; Higher Education; Instructional Improvement; *Intellectual Disciplines; *Interdisciplinary Approach; Preservice Teacher Education; *Professional Development; Secondary Education; *Secondary School Teachers; Teacher Effectiveness; *Teacher Interns

The problem beginning secondary school teachers face in bridging the knowledge gap between the subject discipline studied in college and the content that must be taught to high school students is analyzed in this study. To demonstrate this problem and follow the progressive steps taken to partially solve it, case studies are presented of two social science majors learning to become social studies teachers. This process required a shift from a single disciplinary perspective to an interdisciplinary one. The problem raises issues fundamental to research on teacher education: (1) How do student teachers (learning to become high school teachers) bridge the gap between the discipline they studied in college and the high school subject they have to teach? (2) What is that bridge made of? and (3) How do prospective student teachers develop an interdisciplinary perspective? These questions are addressed by exploring the transformation of two anthopologists, "Cathy" and "Chris," into high school social studies teachers. It is suggested that this process involves the building of pedagogical content knowledge, which is a special amalgam of content and pedagogy and is unique to teachers and teaching. Data collected over a 12-month period consisted of transcribed interviews, observational data, and documents collected in the field. (JD)

ED 290 701
SP 029 557

Gudmundsdottir, Sigrun
Pedagogical Content Knowledge: Teachers' Ways of Knowing.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; English Curriculum; *English Instruction; *Instructional Development; *Intellectual Disciplines; *Learning Strategies; Secondary Education; *Teaching Methods

In this paper, which draws on a dissertation in process, one of the issues central to the role of content knowledge for teaching, "pedagogical content knowledge," is examined. This body of knowledge is an amalgam of pedagogy and content and makes teachers different from scholars in a field. General pedagogical knowledge is the teacher's knowledge of and skill in the use of teaching methods and other pedagogical strategies that are not subject specific. Teachers have knowledge of learners that includes student characteristics, theories of learning, and motivation. Knowledge of contexts is an important source for teachers to draw on, as well as knowledge of pedagogical aims, goals, and purposes. Teachers also use curricular knowledge, which includes knowledge of curricular materials, to teach particular topics and ideas. Two experienced secondary teachers of English were observed over a 3-month period and their classroom interactions were tape recorded and transcribed verbatum. This report provides vignettes of their teaching methods and behaviors, demonstrating how their orientation to their discipline became the foundation for the restructuring of their content knowledge for pedagogical purposes. (JD)

ED 290 702
SP 029 604

Fisher, Charles E., Ed.; And Others
Growth and Development in Recreational Sports. Selected Proceedings from the Annual Conference of the National Intramural-Recreational Sports Association (37th, Las Vegas, Nevada, March 21-25, 1986).
National Intramural-Recreational Sports Association.
PUB DATE- 86
NOTE- 196p.
AVAILABLE FROM- National Intramural-Recreational Sports Association, Gill Coliseum, Room 221, Oregon State University, Corvallis, OR 97331.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adapted Physical Education; Outdoor Education; Physical Fitness; Professional Development; *Program Administration; *Program Development; *Recreational Activities; Recreational Facilities; *Recreational Programs

Twenty-five papers are presented in this monograph. Topics covered in this conference included: (1) recreational program administration and management; (2) recreational facilities; (3) non-credit instruction; (4) fitness; (5) sport clubs; (6) operation and program; (7) extramural sports; (8) professional development; (9) leadership; (10) outdoor recreation; (11) officiating; (12) budget presentations; and (13) special populations. Detailed information about the conference and the National Intramural-Recreational Sports Association is appended to the papers. (JD)

ED 290 703
SP 029 619

Dempsey, Ruth; And Others
An Alternative Approach to Teacher Education: Preparing Teachers for Excellence in the Facilitation of Lifelong Learning.

PUB DATE- 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Andragogy; Foreign Countries; Higher Education; *Individual Development; *Lifelong Learning; Locus of Control; Program Development; Program Implementation; Self Actualization; Teacher Education; *Teacher Education Programs
IDENTIFIERS- Canada

A description is presented of a three-year pilot project conducted within the Primary-Junior Program at the Faculty of Education, University of Ottawa, Canada. The theoretical rationale upon which this alternative approach is based is outlined, and a description is given of the implementation of the approach. A report is also given of some findings from the data gathered during the project. Based upon humanistic philosophy, the program envisions a faculty of education as having the responsibility to assist teachers in conceptualizing the teaching profession as a lifelong learning career. The program is implemented from an andragogical perspective--an approach that is rooted in adult development theory and based on the principles of adult learning. The seven sections of this report describe the following aspects of the program: (1) the conceptual framework of the program; (2) possibilities of research into andragogy offered by the pilot program; (3) the relationship of the program to Ontario ministry education policy and direction; (4) the articulation of the program; (5) future development of the program; (6) program outline for 1987-88; and (7) retrieval of data related to research hypotheses and program evaluation of the pilot program. (JD)

ED 290 704
SP 029 626

Broderick, James H., Ed.
Teaching at an Urban University. Papers from the Ford Seminars in Teaching at University of Massachusetts at Boston, 1983-1987.
Massachusetts Univ., Boston. Center for the Improvement of Teaching.
PUB DATE- 87
NOTE- 77p.
AVAILABLE FROM- Center for the Improvement of Teaching. University of Massachusetts at Boston, Dorchester, MA 02125.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *College Faculty; Higher Education; Independent Study; *Instructional Improvement; *Learning Strategies; Questioning Techniques; *Teacher Effectiveness; Teacher Evaluation; Teaching Styles

The following essays are presented in this monograph: (1) "Report on the 1983-84 Ford Faculty Seminar: Fostering Intellectual Growth, A Developmental Perspective" (Nancy Hoffman); (2) "Teachers Observing Teachers" (Francis R. Hart); (3) "Teaching Improvement and Teacher Evaluation" (Howard Cohen); (4) "Course Rhythms, Learning Structures, Teaching Styles" (Francis R. Hart); (5) "Successful Learning without Confidence: Unexpected Contributions to Pedagogy from Recent Psychoanalysis" (Neal H. Bruss); (6) "Asking Questions in the Classroom" (Nancy Hoffman); and (7) "Writing a Syllabus for Commuters" (James H. Broderick). (JD)

ED 290 705
SP 029 635

Task Force on Academic Achievement of Student-Athletes. Final Report.
Maryland Univ., College Park.
PUB DATE- 30 Sep 86
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Admission Criteria; Athletic Coaches; *College Athletics; Drug Abuse; Higher Education; *Intercollegiate Cooperation; *Program Evaluation; Team Sports
IDENTIFIERS- *University of Maryland

This task force report presents a review of the Intercollegiate Athletics Program at the College Park campus of the University of Maryland. Divided into five working groups, the task force examined in depth: (1) intercollegiate athletics--mission, goals, structure of the Department of Intercollegiate Athletics; (2) recruitment, admissions, orientation, and freshman athletics; (3) academic support programs, policies, and problems for student athletes; (4) non-academic support programs, policies and programs for student athletes; and (5) students, coaches, athletic department officials, and booster organizations--their roles, responsibilities and problems. In each of these areas information was gathered from testimony of witnesses, interviews, and in some cases statistical surveys of faculty and former athletes. Recommendations for improvement are included in statements from each of the working groups. Appendices comprising half the document include examples of information-gathering instruments, as well as material related to the work of the task force and the university's admissions process (JD)

DOCUMENT RESUME

ED 290 706
SP 029 674

Paese, Paul C.
Teacher Effectiveness in Physical Education: Profession Vs Discipline.
PUB DATE- [86]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Elementary Education; Field Experience Programs; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Program Effectiveness; *Student Teachers; *Teacher Effectiveness; *Teaching Methods

This study sought to determine if a professional course of study during teacher preparation in physical education had more influence on teaching effectiveness than a discipline-oriented course of study. The subjects were 41 undergraduates involved in two different physical education programs. The discipline-oriented course contained such subjects as kinesiology, motor learning, exercise physiology, and a number of skill-oriented courses. The professional program included foundations, kinesiology, two elementary methods courses, adapted physical education, and only four activity courses. The Academic Learning Time Observation System II was used to collect data on the subjects. No significant difference in overall teaching effectiveness was found between the two groups. Interns in the profession-oriented course of study who were involved in at least two or three field experiences were not any more effective than the discipline-oriented group who were involved in their first field experience. The major recommendation derived from the study is to continue to monitor interns not only during student teaching but during the induction phase of teaching to help teacher educators ascertain the effect of professional preparation and its components. (Author/JD)

ED 290 707
SP 029 716

Jones, Jeffery A., Ed.
Training Guide to Cerebral Palsy Sports. Third Edition.

REPORT NO.- ISBN-0-87322-125-7
PUB DATE- 88
NOTE- 240p.
AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61820

(\$20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; Adaptive Behavior (of Disabled); Athletic Coaches; *Athletics; *Cerebral Palsy; Elementary Secondary Education; Individualized Instruction; *Lifetime Sports; Physical Disabilities; *Teaching Methods; *Team Sports; Wheelchairs

This official training manual of the United States Cerebral Palsy Athletic Association includes the latest coaching and training techniques specific to all sports in the national program. The book features guidelines for coaching over a dozen sports, including soccer, swimming, cycling, and track and field. It contains everything coaches, trainers, physical therapists, and athletes need to know about cerebral palsy sports, including advice on game strategies, weight training, nutrition, and practical concerns such as wheelchair selection and positioning. Considerations for the future are discussed. Appendices include: (1) Directory of Sport and Recreation Organizations; (2) United States Cerebral Palsy Athletic Association; and (3) a listing of wheelchair manufacturers. (JD)

ED 290 708
SP 029 721

McCollough, David D.
The Mental Aspect of Athletics: The Effects of the Mind's Influence on Athletic Achievement and Performance.
PUB DATE- 87
NOTE- 58p.; Exit Project, Indiana University at South Bend. Appendixes B and G contain marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Affective Behavior; *Athletics; *Cognitive Processes; Emotional Response; *Performance Factors; Psychological Patterns; *Sport Psychology
IDENTIFIERS- Positive Attitudes

This study of athletes seeks to determine that a relationship exists between the mind and the body. It presents negative psychological factors that may arise and shows possible ways to enhance athletic performance through psychological techniques. The central part of the study is an annotated bibliography covering selected literature on these topics. The first section deals primarily with studies that give support to the idea that a relationship exists between the mind and the body in athletic performance. The second section presents negative psychological influences or factors in competitive situations--items such as pressures, fears, and anxieties are covered. Finally, studies on ways to enhance performance are featured--imagery, mental preparation, mental rehearsal, and goal-setting are discussed. A glossary of terms is included as well as a reference bibliography. The following charts or forms are appended: (1) performance quality; (2) correlations amoung variables; (3) analysis of variance of serves; (4) treatment groups and performances; (5) psychological self-rating sheet; (6) level of aspirations; (7) results of swim championships; and (8) personal survey. (JD)

ED 290 709
SP 029 797

Franks, B. Don, Ed.
Abstracts of Research Papers Presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, Ohio, April 10-13, 1986).
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-328-3
PUB DATE- 86
NOTE- 253p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication, P.O. Box 704, Waldorf, MD 20601 ($7.15).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Educational Research; *Health; *Physical Education; Physical Fitness

This volume contains the Research Consortium abstracts accepted for the 1986 American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) convention in Cincinnati, Ohio. There are 45 papers and 184 poster papers that were selected for presentation from a total of 376 abstracts submitted. Each abstract was evaluated by three qualified reviewers in the appropriate area. In addition, 12 Symposia were accepted for presentation following a similar review process. The symposia, free communication, and poster abstracts are presented in chronological order within each category. Date and time of presentation are listed in the lower left hand corner of each abstract; the author's contact address is included. (JD)

ED 290 710
SP 029 813

Freedson, Patty S., Ed.
Completed Research in Health, Physical Education, Recreation & Dance; Including International Sources. Volume 27. 1985 Edition.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-344-5
PUB DATE- 86
NOTE- 313p.; For Volume 28, see SP 029 814.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($11.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; *Athletics; Dance; Doctoral Dissertations; Exercise Physiology; *Health Education; Human Body; Masters Theses; *Physical Education; Physical Therapy; *Recreation; Research Reports; Team Sports

This compilation lists research completed in the areas of health, physical education, recreation, dance, and allied areas during 1984. The document is arranged in two parts. In the index, references are arranged under the subject headings in alphabetical order. Abstracts of master's and doctor's theses from institutions offering graduate programs in health, physical education, recreation, dance and allied areas are presented in the second section. The names of institutions reporting are also listed. (JD)

ED 290 711
SP 029 814

Freedson, Patty S., Ed.; Moffatt, Robert J., Ed.
Completed Research in Health, Physical Education, Recreation & Dance; Including International Sources. Volume 28. 1986 Edition.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-350-x
PUB DATE- 87
NOTE- 265p.; For Volume 27, see SP 029 813.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($13.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; *Dance; Doctoral Dissertations; Exercise Physiology; *Health Education; Human Body; Masters Theses; *Physical Education; Physical Therapy; *Recreation; *Research Reports; Team Sports

This compilation lists research completed in the areas of health, physical education, recreation, dance, and allied areas during 1985. In the first section references are arranged under the subject area headings in alphabetical order. Master's and doctor's theses from institutions offering graduate programs in health, physical education, recreation, dance, and allied are then presented. Institutions reporting are listed at the end of the volume. Most references are accompanied by abstracts of the research, and all are numbered in alphabetical order according to institution. Names of institutional representatives sending in abstracts are indicated in parentheses after each reference. A bibliography lists published research citing articles published in periodicals reviewed for this booklet. (JD)

ED 290 712
SP 029 815

Morris, Harold H., Ed.; Clark, Jane E., Ed.
Abstracts of Research Papers Presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, Nevada, April 14-17, 1987).
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-369-0
PUB DATE- 87
NOTE- 305p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publication, P.O. Box 704, Waldorf, MD 20601 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Educational Cooperation; *Educational Research; Exercise Physiology; *Health Education; *Physical Education; *Recreation; Research Reports; Teacher Education; Womens Athletics

This volume contains 411 abstracts of papers accepted for presentation in the Research Consortium sessions of the 1987 American Alliance for Health, Physical Education, Recreation and Dance Convention in Las Vegas, Nevada. Abstracts of presentations made in the symposia are presented first, followed by those in the free communication sessions, and finally those in the post sessions. The presider for each session is presented in the table of contents. The dates and times of presentation are listed in the lower left hand corner of each abstract. (JD)

ED 290 713
SP 029 816

Ibrahim, Hilmi; And Others
Effective Parks & Recreation Boards & Commissions.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
REPORT NO.- ISBN-0-88314-376-3
PUB DATE- 87
NOTE- 231p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($9.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Advisory Committees; Citizens Councils; Delivery Systems; Fund Raising; *Governing Boards; Group Dynamics; *Leadership Responsibility; Minority Groups; *Parks; *Planning Commissions; Policy Formation; Public Agencies; *Recreational Programs; State Agencies; Volunteers

This text explains the role of boards, commissions, and councils for parks and recreational programs in generating funds and involving volunteers in local service. The text covers functional differences and structural differences between administrative bodies, policy-making bodies, and advisory bodies. Special attention is given to small group dynamics and the role of minorities and women in park and recreation management. Listings of state and federal agencies dealing with park and recreation and federal acts on park and recreation are appended. (JD)

ED 290 714
SP 029 817

Yarber, William L.
AIDS: What Young Adults Should Know. Instructor's Guide and Student Guide.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
SPONS. AGENCY- Indiana State Board of Health, Indianapolis.
REPORT NO.- ISBN-0-88314-352-6; ISBN-0-88314-353-4
PUB DATE- 87
NOTE- 75p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 (Instructor's Guide, $8.95; Student Guide, $2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Development; *Health Education; Hygiene; Lesson Plans; Secondary Education; Sex Education; Sexuality; Student Attitudes; Student Behavior; *Units of Study

This curriculum allows students to learn about Acquired Immune Deficiency Syndrome (AIDS) at their own pace. The Instructor's manual presents the goals of AIDS education in a three-session lesson plan. The manual also outlines eight learning opportunities to reinforce in students the personal health behaviors and attitudes emphasized in the guide. Text questions are included along with a list of answers to commonly asked questions. Appendices contain student handouts and worksheets for learning experiences. The instructional emphasis of the student book is on personal preventive behaviors. Myths about AIDS transmission are discussed and students are encouraged to be advocates for AIDS prevention efforts. The material is divided into four sections dealing with: (1) the nature and definition of AIDS; (2) how AIDS is transmitted; (3) how AIDS can be prevented; and (4) what else students need to know. (JD)

ED 290 715
SP 029 818

Yarber, William L.
STD: A Guide for Today's Young Adults. Instructor's Manual and Student Manual.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
REPORT NO.- ISBN-0-88314-306-2; ISBN-0-088314-307-0
PUB DATE- 85
NOTE- 156p.
CONTRACT- CDC-200-80-0547
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 (Instructor's Manual: $8.95--ISBN-0-88314-307-0; Student Manual: $5.95--ISBN-0-88314-306-2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicable Diseases; *Health Education; Lesson Plans; Program Development; Secondary Education; *Sex Education; *Sexuality; *Student Attitudes; Student Behavior; Units of Study
IDENTIFIERS- *Sexually Transmitted Diseases

This text/curriculum guide promotes responsible attitudes and behavior toward health, wellness, and sexuality. The student workbook and instructor's manual dispel commonly held misconceptions about sexually transmitted diseases (STD) and present accurate information on their danger and prevention. The instructor's manual presents the goals of STD education and offers suggestions for implementing an STD education program. A lesson plan is presented in the second chapter that utilizes five class periods. Chapter 3 presents 11 learning opportunities that provide suggestions for class activities. The final two chapters are comprised of test questions and answers to commonly asked STD questions. Lesson plans and additional worksheets are included. The student manual includes fact sheets and self-tests. (JD)

ED 290 716
SP 029 821

Grossnickle, Donald R.; Thiel, William B.
Promoting Effective Student Motivation in School and Classroom: A Practitioner's Perspective.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-200-1
PUB DATE- 88
NOTE- 76p.
AVAILABLE FROM- National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22090-1250 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Learning Strategies; *Motivation Techniques; Secondary Education; *Student Motivation; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods

This monograph is designed to help teachers and students to recognize and overcome obstacles to improved motivation for learning. The following topics are covered: (1) student motivation as an educational problem; (2) current motivation methods in school and classroom; (3) a "systems" model to promote a motivating school and classroom; (4) preventing motivation problems--effective planning and teaching; (5) intervention--interfering with motivation problems and chronic failure; (6) resolving motivation problems--some specifics; (7) establishing schoolwide motivational programs and practices; and (8) action principles to guide in the planning for motivation-oriented school and classroom. Checklists and assessment forms are appended and references are included. (JD)

ED 290 717
SP 029 824

AIDS:Information on Global Dimensions and Possible Impacts. Fact Sheet to the Honorable Jesse Helms, U.S. Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/NSIAD-88-51FS
PUB DATE- 28 Oct 87
NOTE- 23p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Delivery Systems; Demography; Foreign Countries; Futures (of Society); *Global Approach; Policy Formation; Social Action; *Trend Analysis
IDENTIFIERS- *Zaire

Information is provided on the impact of the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) on world population and demographics and the likely effects of AIDS on Zaire. The views of United States and World Health Organization (WHO) officials were obtained on regional differences in the incidence and natural history of AIDS, and on their efforts to improve surveillance and develop models for forecasting the disease's future course. United States foreign assistance to help other countries prevent and control the spread of AIDS is also documented. Appendixes supply statements on: (1) global epidemiology of AIDS; (2) AIDS surveillance and forecasting; (3) WHO's special program on AIDS; (4) United States support for international AIDS prevention; (5) epidemiology of AIDS in Zaire; (6) potential effects of AIDS in Zaire; and (7) United States foreign assistance for AIDS prevention in Zaire. (JD)

ED 290 718
SP 029 826

Salaries of Public School Teachers & Postsecondary Instructional Faculty.
New York State Education Dept., Albany.
PUB DATE- Sep 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; *College Faculty; *Consumer Economics; *Educational Economics; Elementary Secondary Education; Financial Needs; Higher Education; *Public School Teachers; Teacher Employment; *Teacher Salaries; Teaching (Occupation); Trend Analysis
IDENTIFIERS- *New York

This report provides a national and state overview of teacher and postsecondary instructional staff salaries in the State of New York. The purpose of the report is to compare the salaries of teachers and faculties in New York between 1972-73 and 1985-86 with national trend data to determine: (1) if the purchasing power of teachers and faculties at state and national levels has increased or decreased; (2) whether salaries for beginning teachers and faculty in New York State compare favorably with entry level salaries of occupations requiring similar educational preparation; and (3) if changes in salaries and purchasing power for teachers and faculty in New York are similar to or different from other occupations. (JD)

ED 290 719
SP 029 827

Professional Development Resources. An Annotated Bibliography for Five TPAI Functions. Outside Evaluator Project.

North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- [86]
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classroom Techniques; Educational Research; Educational Resources; Elementary Secondary Education; *Feedback; Inservice Teacher Education; *Instructional Effectiveness; *Professional Development; Research Utilization; Student Behavior; *Student Evaluation; Teacher Effectiveness; *Time Management
IDENTIFIERS- North Carolina

The professional development resources annotated in this document were selected as the core resources available for the first five functions of the North Carolina Teacher Performance Appraisal Instrument (TPAI). The list is designed to include the most practical, up-to-date research associated with the 28 practices listed under the five functions. Most of the references are from periodicals or books with some video and audio cassettes being used when appropriate. The intent of the work is to give principals, supervisors, mentors, and others working with professional development of classroom teachers examples of research that may be used to support remediation or growth efforts by teachers. The five effective teacher functions under which the resources are listed are: (1) management of instructional time; (2) management of student behavior; (3) instructional presentation; (4) instructional monitoring of student performance; and (5) instructional feedback. (JD)

ED 290 720
SP 029 829

Edwards, Sara A., Ed.; And Others
AIDS Resource Manual for Educators.
Iowa State Dept. of Health, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Sep 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Course Content; Elementary Secondary Education; *Health Education; *Prevention; *Resource Materials; Sexuality; Social Behavior; Student Attitudes

This manual presents, for educators, known facts about Acquired Immune Deficiency Syndrome (AIDS), how it is transmitted, and how it can be prevented. Answers to common questions about AIDS are listed and a summary sheet is provided. A resource list is included that contains names, addresses, and phone numbers of organizations that produce or distribute informational materials on AIDS. A sample lesson outline is included, as well as AIDS education learning objectives. The appendices include some sample materials for classroom use. (JD)

ED 290 721
SP 029 832

Tauber, Robert T.
Classroom Management and Negative Reinforcement.
PUB DATE- 17 Feb 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Change Strategies; *Classroom Techniques; Elementary Secondary Education; Higher Education; *Negative Reinforcement; Preservice Teacher Education; *Student Teacher Attitudes

Of the four simple consequences for behavior, none is more misunderstood than negative reinforcement. A Negative Reinforcement Quiz administered to 233 student teachers from two universities revealed that the vast majority of respondents mistakenly viewed negative reinforcement as a synonym for punishment, and believe that negative reinforcement is used to stop, not start, desired behaviors. Also, student teachers overwhelmingly stated that they would not consciously use negative reinforcement in the future. This paper documents that a misunderstanding exists concerning negative reinforcement, explains why the misunderstanding exists, and explores the consequences for classroom management if the misunderstanding is permitted to continue. (Author)

ED 290 722
SP 029 835

Smith, Lucille L.; And Others
Perceived Exertion in the "Concentric" and "Eccentric" Leg during Bench Stepping and the Effect of Indomethacin on This Perception.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biochemistry; *Drug Use; Exercise Physiology; *Fatigue (Biology); *Kinesthetic Perception; *Medicine; *Motor Reactions
IDENTIFIERS- *Indomethacin

This study sought to determine whether the local perception of effort (RPE) for the leg performing predominantly positive work was significantly greater than for the leg performing predominantly negative work, during bench stepping. A second objective was to determine the effects of indomethacin (ID), an anti-inflammatory drug, on local RPE sense. Thirty-nine males were randomly assigned to a drug (ID) or a placebo (P) group. Local RPE was recorded separately for the right leg and left leg every 3 minutes during 30 minutes of bench stepping. For the P group, results indicated no significant differences between RPE for "concentric" and "eccentric" limbs although the metabolic demand of the "concentric" limb was presumably greater. When comparing the P and ID groups, indomethacin did not significantly alter RPE at any specific time during stepping; however, when RPE scores were totaled over the entire bench stepping period, the ID condition was associated with a greater perception of effort for the "concentric" leg as compared to the P condition. This suggested that indomethacin might alter effort sense related to concentric contractions. Eighteen references and three figures are provided. (JD)

DOCUMENT RESUME

ED 290 723
SP 029 836

Connolly, Charlene; Sanders, William
The Successful Coping Strategies--The Answer to Teacher Stress?
PUB DATE- Feb 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association
  of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Coping; Elementary Secondary
  Education; Problem Solving; *Stress Management; *Stress Variables;
  Student Behavior; Teacher Behavior; *Teacher Burnout; *Teachers;
  Teaching Conditions

This study examined the effectiveness of selected coping strategies in dealing with teacher stress in the classroom setting. Factors contributing to teacher burnout, (e.g., class size, school size, student behavior), were also weighed. Data were gathered from 117 elementary and secondary teachers by means of a questionnaire, and the Maslach Burnout Inventory, which provides a measure of perceived burnout in terms of emotional exhaustion, depersonalization, and feelings of competence and achievement. Eight coping strategies were measured: (1) confronting coping; (2) distancing; (3) self-controlling; (4) seeking social support; (5) accepting responsibility; (6) planful problem solving; (7) escape/avoidance; and (8) positive reappraisal. An analysis of the findings indicated that the use of certain coping strategies tends to contribute to, rather than reduce, the pressure of stress in classroom teachers, and that specific behaviors associated with ineffective coping strategies should be identified and avoided in practice. Data from the study are presented in tables and references are included. (JD)

ED 290 724
SP 029 837

Sears, James T.; And Others
The Political Economy of Teacher Training: Attracting High-Ability Persons into Teaching. A Critique.
PUB DATE- Feb 88
NOTE- 91p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *Educational Economics; *Educational Policy; Higher Education; Preservice Teacher Education; Student Costs; *Teacher Education Programs; Teacher Effectiveness; *Teacher Employment; *Teacher Recruitment
IDENTIFIERS- *Bridenthal Internship in Teaching Program

Based upon a longitudinal, ethnographic study of a teacher education reform program, this paper examines the social context of, and explores the political implications for, policies and programs designed to recruit, train, and retain high-ability persons in the teaching profession. Through the economic metaphor of investment securities, this paper critically examines the adequacy of such policies and programs. Specifically, this paper examines the policy implications for schools and colleges of teacher education which borrow from the experience of the world of business and investments to attract high-ability people into teaching. In the process, educational research on the ability of teacher education students and reform programs implemented to recruit, train and retain such persons will be reviewed, and data collected from one case study of a teacher education program (the Bridenthal Internship in Teaching Program) adopting this model will be discussed. Endnotes and reading references are included. (Author/JD)

ED 290 725
SP 029 838

Martin, Dawn Vincent
Effective vs. Less Effective Student Teachers: How Pupils Rate Their Student Teachers.
PUB DATE- Feb 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Teachers; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Classroom Teacher Inventory

Six high school student teachers were video-taped during the first, seventh and fourteenth weeks of their teaching semester. Pupils in these classes evaluated the personal characteristics and instructional behaviors of their student teachers. The Classroom Teacher Inventory was used to solicit pupil ratings of 15 teacher presage characteristics and 9 instructional behaviors. While all were considered friendly and competent in their subject matter, differences were observed. Of the six teachers, two were considered most effective and two the least. Data analysis focused on similarities and differences between these two groups. Effective student teachers were perceived as nonpunitive, consistent, predictable, enthusiastic, and clear in their teaching. These student teachers accomplished goals and asked interesting questions. Stimulated recall analysis of the video tapes suggested differences in the management of transitions between lesson segments. The effective student teachers averaged fewer transitions per lesson, used less time, and experienced fewer behavioral problems during transitions. They also used a much smaller proportion of the total lesson time for transitions than did the least effective teachers. (Author/JD)

ED 290 726
SP 029 839

LeBlanc, Patrice R.; Zide, Michele Moran
Peer Coaching in Collaborative Programs: From Theory to Practice.
PUB DATE- [87]
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Feedback; *Peer Evaluation; Peer Relationship; Problem Solving; Program Development; *Program Effectiveness; *Staff Development; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Peer Coaching

Peer coaching has been identified as a methodology for increasing teacher effectiveness. This paper discusses the topic of peer coaching in three parts. First, a review of current literature on peer coaching defines the types of peer coaching and discusses their multiple benefits. The second section considers the factors influencing successful implementation of peer coaching programs. The final section of the paper shows the role of peer coaching in three, long term, staff development programs conducted by the authors. A matrix of the programs and an accompanying checklist identify the key factors in program design and implementation, thereby providing data for potential replication of the peer coaching methodology. (Author)

ED 290 727
SP 029 842

Teacher Supply and Quality in the South. Assessing the State Role. A Report on the Consultation on Teacher Supply and Quality Convened by the Southern Education Foundation (Little Rock, Arkansas, April 16, 1987).
Southern Education Foundation, Atlanta, Ga.

PUB DATE- 16 Apr 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Black Teachers; Educational Objectives; Minimum Competency Testing; Policy Formation; *State Action; State Standards; Statewide Planning; Teacher Education Programs; *Teacher Effectiveness; *Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- Extended Degree Programs; *United States (South)

This report summarizes the results of a consultation that addressed the issue of the state role in attempts to reduce the minority teacher shortage in the south. Participants in the consultation made suggestions that should be considered by governors, state legislatures, state education agencies, and local school districts in working with the problems of teacher supply and quality. Since the colleges and universities that are the training grounds for prospective teachers are integral to these problems, their role is also considered. (JD)

ED 290 728
SP 029 843

Gorrell, Jeffrey; Capron, Earl W.

Effects of Cognitive Modeling and Task-Oriented Attributions on Prospective Teachers' Self-Efficacy.

PUB DATE- 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; Elementary Secondary Education; Higher Education; Modeling (Psychology); Preservice Teacher Education; *Self Esteem; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Cognitive Modeling

Eighty-six elementary and secondary undergraduate teacher education students exhibiting low and moderate levels of self-efficacy belief were randomly assigned to observe two types of instruction and two types of attributional feedback concerning teaching a child how to find the main idea of a paragraph. The research focused on the effects of two types of material presentation--direct instruction versus cognitive modeling, and the effects of watching a demonstration of that skill with two types of guiding comments--task-oriented versus self-efficacy statements. Analyses of variance were performed on each dependent measure. Results suggest that, for students exhibiting initial low self-efficacy beliefs, cognitive modeling is more effective for raising estimates of success and self-efficacy beliefs than is direct instruction. (Author/JD)

ED 290 729
SP 029 845

Smith, Dennie L.; Benavides, Otto

Preparing Teachers for Classroom Management Decisions Using Simulated Open-Ended Video Vignettes.

PUB DATE- 19 Feb 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Discipline; *Educational Media; Elementary Secondary Education; *Simulation; Teacher Effectiveness; *Videotape Recordings; Workshops

A description is given of the Classroom Management Decision Point Series, a training tool that provides an opportunity for teachers to practice making decisions concerning incidents in elementary and secondary classrooms. This tool may be used in workshop groups or placed in a media center for students to complete the decision making response forms on an individual basis. Open-ended vignettes are presented in a simulation format ending at a decision point requiring the viewer to determine a course of action that would maintain an effective learning environment. Included in the description is an overview of the vignette topics as well as guide for the facilitator of a workshop. A decision making model is outlined, providing a step-by-step guide that may be used to determine an appropriate strategy for dealing with a disruptive classroom situation. A synthesis of some of the more important ideas and research relative to classroom management is included. (JD)

ED 290 730
SP 029 846

Herbster, Douglas L.; And Others
Secondary Student Teacher Stress and Learning Style.
PUB DATE- 16 Feb 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Higher Education; *Learning Theories; Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Stress Variables; Student Teacher Attitudes; *Student Teaching; *Teacher Burnout

Stress, burnout, combat fatigue are all common terms in recent teacher education literature. The purpose of this study was to determine if there was any significant relationship between learning style, as measured by the Gregoric Transaction Ability Inventory and stress, as measured by the Wilson Stress Profile for Teachers. Sixty-two secondary student teachers were administered the two instruments during a student teaching seminar half way through the student teaching experience. Analysis of Variance were performed on the overall stress score and nine subtest scores for each of the four learning styles. T-tests were performed on the concrete-abstract and the random-sequential continuums. Significance was found only in the subtest for Intrapersonal Conflicts with the sequential learning styles. There was some evidence, although not significant, that there might be some relationship between stress and the abstract vs. concrete learner. This might warrent further investigation. (Author/JD)

ED 290 731
SP 029 847

Silvestro, John R.; Downs, Sharon L.
Teacher Certification Testing Program Support Systems for Students and Colleges.

PUB DATE- Feb 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Instructional Materials; Preservice Teacher Education; Program Effectiveness; *State Action; *Teacher Certification; Teacher Education Programs; Test Coaching; *Testing Programs

In the interests of improving and ensuring the quality of teachers in the schools, testing is increasingly becoming an integral part of the certification process. Almost all states currently require that prospective teachers pass a test either as a requirement for entering a teacher education preparation program or after completing such a program to obtain a teaching certificate. The purpose of this paper is to discuss how several states have responded to the challenge of implementing a teacher certification testing program and preparing candidates for the test by providing a support system of materials for students and teacher education colleges. The paper will discuss activities for providing such a support system to prepare candidates and teacher educators for these certification testing programs, and will examine the strategies implemented by several states over the past decade. The paper will consider research and evaluation issues in determining the effectiveness of these support systems and will then discuss the results and implications of these strategies as they contribute to the improvement of teacher education and the preparation of quality teachers. (Author)

ED 290 732
SP 029 848

Pasch, Marvin; and Others
Collaboration for the Improvement of Teacher Education: A Preliminary Report.

PUB DATE- 20 Feb 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Field Experience Programs; Higher Education; Pilot Projects; Preservice Teacher Education; Program Development; *Program Evaluation; *Research Utilization; *Teacher Education Programs
IDENTIFIERS- Collaboration for Improvement of Teacher Educ

Collaboration for the Improvement of Teacher Education (CITE) is designed to bring university and school personnel together to create, implement, and then assess structured pre-student teaching field experiences to accompany a newly implemented core teacher education program. The program is grounded in research and theory about the nature and impact of the surrounding society upon schools, school personnel, and children, the effects of development and learning principles on schooling, and the impact of promising teaching practices. CITE highlights research findings that can be observed and/or applied in field settings. Structured field experiences are integrated with university instruction. The program evaluation will assess pedagogical knowledge and skills developed by teacher education students, university faculty, and participating school teachers. Institutional outcomes will also be assessed. This report describes the program and project evaluation outcomes at Eastern Michigan University. Sample evaluation questionnaires are included and recommended revisions in the undergraduate teacher education programs at the university are appended. (JD)

ED 290 733
SP 029 849

Hyink, Barbara, G.; Head, Fay A.

University/Public School Collaboration: Graduate Research Assistants Staff a Public School Research Department.

PUB DATE- 28 Jan 88

NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (San Antonio, TX, January 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Research; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; *Graduate Students; Higher Education; *Research Assistants; Research Opportunities
IDENTIFIERS- Texas

Colleges of education and public schools are often involved in a "love/hate" relationship due to their interdependence. One university and public school system are seeking solutions through collaborative programs. Texas Tech University leases research services to the Lubbock Independent School District in the form of graduate assistants to do research desired by the school districts. The program is in its fifth year and has provided quality research to the school district while supporting several doctoral students. (Author)

ED 290 734
SP 029 850

Dottin, Erskine S.
Faculty Evaluation: Toward a Humanistic Model for Appraising Performance.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; College Faculty; Educational Objectives; *Evaluation Criteria; *Faculty Evaluation; Higher Education; Self Concept

The basic evaluation model for faculty is one in which quantitative information about the means of teaching, research, and service are tied to salary increases. However, faculty evaluation in this context is usually trapped conceptually between questions of fairness and questions of evaluation. Means and ends are distorted. On the other hand, if evaluation were correctly construed as the difference between aims and present accomplishments in light of those aims then it would seem that faculty evaluation would take on a perspective in which personal expression of the "self" is given major priority. The purpose of this presentation is to describe a humanistic model for appraising faculty performance. In this model, evaluation is understood in terms of what faculty are trying to do. Evaluation is thus carried out by comparing actual accomplishments with desired outcomes in order to improve performance. This model of evaluation enables professors and administrators to work together to answer such evaluation questions as: (1) which objectives/aims are being achieved? (2) which aims are not being achieved? (3) what factors seem to be contributing to the success or failure in accomplishing these aims? and (4) what should be done to improve future performance? (Author)

ED 290 735
SP 029 851

Christensen, Doran
The Politics of Educational Reform: What Vested Interests Are at Stake?
PUB DATE- 6 Nov 87
NOTE- 16p.; Paper presented to the American Educational Studies Association (Chicago, IL, November 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Higher Education; Institutional Characteristics; *Policy Formation; Political Influences; *Politics of Education; Professional Recognition; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Holmes Group Report; Nation at Risk (A); Tennessee
This paper considers a number of vested interest political forces that influence the course of educational reform. The discussion focuses first on the world of teacher education and some reform efforts emerging in that arena. Specific criticism is directed at suggestions made in the Holmes Group Report, pointing out the political hidden agenda embedded in the idea that teacher education should involve graduate level training following a four-year liberal arts program. Criticism is also leveled at the report "A Nation at Risk," citing errors in facts and findings from the report. The political implications of the Comprehensive Education Reform Act in Tennessee, which gave rise to the concept of Career Ladders, are also considered. A discussion is presented on reform happenings and their effect on teachers and schools. (JD)

ED 290 736
SP 029 853

Christensen, Doran
Teacher Education Reform: The View from Accreditation.
PUB DATE- 5 Nov 87
NOTE- 12p.; Paper presented to the American Educational Studies Association (Chicago, IL, November 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); *Educational Change;

Educational Finance; *Evaluation Criteria; Higher Education; Institutional Characteristics; Policy Formation; *Politics of Education; Program Evaluation; *Teacher Education Programs
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

Accreditation is one of the institutionalized forces that now affects schools, colleges, and universities. Whether regional (institutional) or specialized (program specific), this form of evaluation has become well entrenched over the past 30-60 years. The purpose of this paper is to discuss some of the political/economic forces in the teacher education reform movement from the view of accrediting agencies with particular focus on that of the National Council for Accreditation of Teacher Education (NCATE). (JD)

ED 290 737
SP 029 854

Brent, Linda J. Buehner; Hodges, Rosemary
Preservice Teacher Education: Research on the Application of the Scientist-Practitioner Model in an Undergraduate Program.
PUB DATE- Feb 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Critical Thinking; *Decision Making Skills; *Educational Change; Higher Education; Preservice Teacher Education; *Program Development; *Research Skills; *Teacher Education Programs; Theory Practice Relationship

In this discussion of reform and improvement in teacher education, the feasibility of developing a scientist-practitioner model for teacher education programs is considered. This model advocates the development of research skills through a programmatic focus on research, with the application of these skills to practice. It is pointed out that the development of research skills in teachers would serve to enhance their abilities in critical thinking and problem solving. Additionally, the status of education would receive a substantial lift with the development of a strong research base that would serve as a means to develop a common core of professional knowledge. To test the possibility of implementing a scientist-practitioner model at the undergraduate level, a course in educational research was designed for preservice teachers. Six senior female undergraduate students participated in this course, which focused on the development of critical thinking and decision making skills by actively involving the students in conducting and evaluating educational research. A description is given of the course design and the procedure used to evaluate its effectiveness. A discussion is presented of the results, which indicated that the course participants made more elaborated reflections and acted-upon decisions more than those who did not take the course. (JD)

ED 290 738
SP 029 856

Wolf, Howard
The Education of a Teacher. Essays on American Culture.
REPORT NO.- ISBN-0-87975-374-9
PUB DATE- 87
NOTE- 299p.
AVAILABLE FROM- Prometheus Books, 700 East Amherst St., Buffalo, NY
14215 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; Culture Conflict; Educational Philosophy; Futures (of Society); Higher Education; *Social Behavior; *Student Attitudes; *Student Behavior; Student Motivation; Teacher Education; Teacher Student Relationship

Written in the immediacy of the Vietnam period and its aftermath, these essays record, from the perspective of a college professor, the dramatic shifts of students from the active, even violent, style of protests for social justice of the sixties to the self-interested "protest of style" of the seventies, to the insecurity and career orientation of the eighties. (JD)

ED 290 739
SP 029 864

Backlund, Phil; Black, Don
Team Evaluation of Student Teacher Communication Competencies through Videotape Review.
PUB DATE- Feb 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; *Communication Skills; *Evaluation Methods; Evaluators; Higher Education; *Interrater Reliability; Measurement Techniques; Preservice Teacher Education; *Rating Scales; *Student Teacher Evaluation

This study gathered information on the communication skills of preservice teachers using a rating scale based on the Speech Communication Association's (SCA) newly developed list of Teacher Communication Competencies. The research focused on two questions: (1) Can raters from different backgrounds with different levels of training reliably use a rating scale based on the SCA skills? and (2) Which items on the scale discriminate most effectively among preservice teachers? Four raters, including a Director of Student Teaching, a Professional Supervisor, a communication education specialist, and a speech communication professor, reviewed 10 student teacher video-taped lessons. Analysis of the rater's evaluations indicated that the rating scale had potential for an acceptable level of inter-rater reliability, and had some power to discriminate between effective and ineffective commuication behavior in student teachers. Suggestions are made for improving the efficiency of rating scales in team evaluation of student teacher communication competencies. Copies of the rating scales are included in the report. (JD)

DOCUMENT RESUME

ED 290 740
SP 029 865

Soares, Louise M.
The New Look in Field Experience. Substitute Teaching as the Field Experience in Teacher Education.
PUB DATE- Feb 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Educational Innovation; Elementary Secondary Education; *Field Experience Programs; Graduate Students; Higher Education; Preservice Teacher Education; *Program Development; *Substitute Teachers; Teacher Education Programs; *Teacher Interns

A description is given of a cooperative teacher education program formed between a university and the public schools to provide substitute teaching service to the schools while the teacher-training programs at the university would be re-modeled to include substitute teaching as a training component. Graduate students who have completed a baccalaureate program in the arts and sciences are given training in substitute teaching as teacher interns. Their training involves observing a variety of classrooms and different teachers' approaches to classroom management, record-keeping, and questioning strategies. Seminars and workshops are part of the training as well as academic programs at the university in their subject field, and pedagogical instruction. The interns are supervised by a university supervisor, an academic advisor, and a personal counselor. The program lasts one year. A 6-year study was made on the self-perceptions of 30 interns as compared to a group of 20 student teachers, 25 regular substitute teachers, and 12 apprentice teachers. The interns were found to have higher self-perceptions and higher performance ratings than candidates in more traditional programs. Tables providing data obtained from the research are appended. (JD)

ED 290 741
SP 029 868

Stallion, Brenda K.
Classroom Management Intervention: The Effects of Training and Mentoring on the Inductee Teacher's Behavior.
PUB DATE- Feb 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Discipline; Elementary Secondary Education; Inservice Teacher Education; *Mentors; Teacher Behavior; Teacher Effectiveness; *Teacher Orientation; Teacher Workshops; Teaching Models; *Training Methods
IDENTIFIERS- *Beginning Teacher Induction

The purpose of this study was to assess the effects of a program for training teachers in classroom management that was embedded in a mentor and beginning teacher induction program. Both mentor teachers and beginning teachers were randomly assigned to treatment conditions. The research sought to determine the effects of the classroom management intervention training on teachers' classroom management behaviors. Thirty-five mentor/inductee pairs participating in the study were divided into three groups. In the first group both mentor and inductee teachers received experimental treatment, only mentor teachers received treatment in the second group, and the third (control) group received no treatment. The intervention training model involved workshop activities focusing on planning for effective classroom management, implementing rules and procedures, and maintaining the management system. The design of the program and procedures followed during the three month period of training are described and a discussion is presented on an analysis of the findings. It is suggested that while pairing mentors with inductees in a training program is important because they learn to share the same knowledge base and known expectations, it may be cost effective for a school district implementing an induction program to train only mentors. Recommendations are made for further research. (JD)

ED 290 742
SP 029 869

Rockler, Michael J.
Improving the Knowledge Base in Teacher Education.
PUB DATE- [87]
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Objectives; *Behaviorism; Behavior Modification; *Brain Hemisphere Functions; *Cognitive Psychology; Cognitive Restructuring; *Educational Research; *Learning Theories

Education in the United States for most of the last 50 years has built its knowledge base on a single dominating foundation--behavioral psychology. This paper analyzes the history of behaviorism. Syntheses are presented of the theories of Ivan P. Pavlov, J. B. Watson, and B. F. Skinner, all of whom contributed to the body of works on behaviorism. A brief outline is presented of four competing interest groups, each attempting to to define curriculum: the humanists, the developmentalists, the social meliorists, and the social efficiency educators. In the second section of the paper, the views of a number of critics of behaviorism as a psychological perspective and as the source of the knowledge base in teacher education are examined. These critics include Richard M. Restak, Arthur Koestler, Bertrand Russell, Bruno Bettleheim, Elliot Eisner, and Leslie Hart. The final section of the paper presents alternative sources for the knowledge base. The works of Bertrand Russell and Karl Popper are discussed, and the prospect for conceptualzing learning offered by recent research on the hemispheres of the brain is appraised. (JD)

ED 290 743
SP 029 870

Philbin, Margaret M.; Prince, Anne
Training Strategies: New Teachers Can Cope.
PUB DATE- Feb 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Beginning Teachers; Classroom Techniques; *Coping; Elementary Secondary Education; *Relaxation Training; *Stress Management

According to beginning teachers, early phases of actual classroom practice involve a uniformly characteristic and decidedly intense preoccupation with their professional or preprofessional performance. Support for this view is offered by an educator-trainer and practicing psychologist who have adapted cognitive coping techniques and developed a practice script to reduce situational anxiety among beginning teachers. Together, they model a collaborative clinical training session designed to train novice teachers in anxiety reduction. Anxiety reducing techniques include a basic relaxation procedure, an imagery relaxation format, and guidance on defusing criticism by "fogging." (Author/JD)

ED 290 744
SP 029 874

Program Appraisal Checklist for Elementary School Physical Education Programs.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.; Council on Physical Education for Children.

REPORT NO.- ISBN-0-88314-370-4
PUB DATE- 87
NOTE- 15p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; *Evaluation Criteria; Instructional Effectiveness; *Physical Education; Physical Education Facilities; Physical Education Teachers; Program Administration; *Program Evaluation; Staff Development

This checklist identifies the essential characteristics of a quality elementary physical education program and provides a measuring device to evaluate existing programs. It is composed of 96 items divided into the following categories: (1) the teacher; (2) staff development; (3) the instructional program; (4) program evaluation; (5) organization and administration; (6) equipment and facilities; and (7) school related programs. (JD)

ED 290 745
SP 029 875

Guidelines for Middle School Physical Education. A Position Paper. Revised 1986.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-346-1
PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Intramural Athletics; Junior High Schools; *Middle Schools; Physical Activities; *Physical Education; Physical Education Teachers; Program Administration; Program Evaluation; *Program Improvement; Student Characteristics

This booklet is a guide for teachers, administrators, curriculum planners, and educational consultants responsible for improving the quality of middle school physical education programs. Areas covered include: (1) the middle school and its clientele; (2) physical activity programs; (3) the teacher; (4) organization and administration; and (5) evaluation. (JD)

ED 290 746
SP 029 876

Guidelines for Secondary School Physical Education. A Position Paper. Revised 1986.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-347-X
PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accreditation (Institutions); Class Size; *Curriculum Development; Health Education; *Physical Education; Physical Education Facilities; Physical Education Teachers; *Program Improvement; Safety; Scheduling; *Secondary Education; Student Evaluation

These guidelines are intended to provide direction for the development of a sound, comprehensive program of secondary school physical education. Position statements are set forth on the topics of: (1) goals of the instructional program; (2) the curriculum; (3) the teacher; (4) student health and safety; (5) scheduling, time allotment, and class size; (6) facilities, equipment and supplies; (7) measurement and evaluation; and (8) accreditation. Eleven publications produced by the American Alliance for Health, Physical Education, Recreation and Dance are listed. (JD)

ED 290 747
SP 029 877

Hopper, Christopher A.; Davis, Michael S.
Coaching Soccer Effectively. The American Coaching Effectiveness Program. Level 1 Soccer Book.
REPORT NO.- ISBN-0-87322-112-5
PUB DATE- 88
NOTE- 185p.
AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61820 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Athletic Coaches; Instructional Effectiveness; Planning; *Skill Development; *Soccer; Teacher Role; *Teaching Methods

This handbook presents practical advice for the soccer coach. The first section contains an explanation of soccer and how to teach individual offensive and defensive skills. The coaching points, teaching progressions, illustrations, and practice activities are designed to help the coach understand and plan how to teach and develop those skills. Part II presents how to teach players to work as a team and control the ball. Included in this section are principles of organizing a team, positional play, offensive and defensive tactics, and set plays. Part III discusses the role of the coach, how to work effectively with players, how to organize a season, and how to develop and conduct daily practice. The appendices contain the rules of soccer, and sample checklists and evaluation forms for the coach. (JD)

ED 290 748
SP 029 880

Staff Development Programs in Georgia under Quality Basic Education.
Georgia State Dept. of Education, Atlanta.

PUB DATE- Jan 88
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Development; *Continuing Education; Elementary Secondary Education; Needs Assessment; Professional Development; *Program Development; Program Evaluation; *Public School Teachers; School Districts; *School Personnel; Staff Development; *State Action
IDENTIFIERS- *Georgia

In 1985 Georgia adopted the Quality Basic Education Act that requires local school systems to provide all public school officials and personnel the opportunity to continue their development throughout their professional careers. A formula was set for State funding of professional development programs. The Act also required each local school system to submit an annual comprehensive staff development plan designed to address the specific needs of the system and its personnel. In 1987, the Abbreviated Plan for Staff Development established, coordinated, and maintained programs that addressed, according to priorities, the assessed needs of certified school personnel only. Needs were considered from points of view of professional development and instructional effectiveness. These needs were considered by school system administrators according to each of three stages of professional development: induction, remediation, and enrichment. This report provides statistical data from a survey of Georgia school districts on the progress, procedures and fund dispersements under terms of the Act as of January 1988. (JD)

ED 290 749

SP 029 883

Reynolds, Maynard C.; Strom, Sharon M.
Knowledge Bases for the Beginning Teacher.
PUB DATE- 20 Feb 88
NOTE- 66p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988). Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Change Agents; *Educational Change; *Educational Research; Elementary Secondary Education; Higher Education; *Program Development; Program Improvement; Teacher Attitudes; *Teacher Education Programs; Workshops

During 1987 and 1988, a Knowledge Base Action Group appointed through the Center for Change in Teacher Education sponsored a series of leadership workshops in various regions of the country on institutional change processes and ways to use the knowledge bases in designing teacher preparation programs. The major work of the group was to assemble a set of juried statements prepared by leading figures in various fields of education to reflect the knowledge needed by professionally responsible beginning teachers. In this context, a detailed study was conducted of beliefs about the knowledge bases for teacher education in four separate settings. The aim was to secure data for use in action group planning and development activities. This report provides preliminary findings from these surveys. Three of the surveys were conducted in connection with workshops devoted to a consideration of the knowledge bases for teacher education. The fourth survey was conducted within one large university faculty group, using a mailed questionnaire. A copy of the questionnaire is appended as well as tables displaying summaries of questionnaire results. (JD)

ED 290 750
SP 029 884

Agne, Russell M.
The Professoriate and the Promise for Reform--Teaching.

PUB DATE- Feb 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Comparative Analysis; Educational Change; Educational Research; Higher Education; Institutional Research; *Occupational Aspiration; *Organizational Objectives; Private Colleges; *Teacher Educators; *Teaching Load; *Time Management

IDENTIFIERS- *Holmes Group

A report is given of the results of four surveys of education faculties between 1981 and 1986, with particular emphasis on findings applicable to the reform issues addressed by "A Nation at Risk" and "Carnegie Forum on Education and the Economy." Study subjects at 32 institutions completed a questionnaire requiring information about their faculty status, characteristics about their teaching assignment, research and scholarship, and participation in scholarly and professional associations. Respondents also presented their views on items such as their perceptions about the importance of their work vis a vis the institutional perception of its importance. Data were gathered from 1,186 education faculty members. Ten of the universities are Holmes Group members, nine are not. This paper presents six separate analyses and interpretations on how faculty at Holmes and non-Holmes, and private and public institutions compare on the following questionnaire variables: (1) major efforts between teaching, service, and scholarship; (2) perceived institutional rewards; (3) experience in K-12 education; (4) clock hours per week in the classroom; (5) clock hours per week in clinical supervision; and (6) consulting in schools during the previous two years. (Author/JD)

ED 290 751
SP 029 885

Mei-Yin Chi, Marilyn
Novice to Practitioner: A Reflective-thinking Developmental Teacher Education Model for the Early Childhood Educator.
PUB DATE- Feb 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; Student Teaching; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Idaho State University

A detailed description is given of the Early Childhood Teacher Education Program at Idaho State University. This program consists of five phases: (1) early field experience; (2) observing and participating in a diversity of early childhood programs as teacher-initiates and teacher-assistants; (3) examining and reflecting upon their teaching and conceptions of curriculum while working as teacher-associates, (4) verifying or modifying their understanding of teaching/learning in laboratory; and (5) student teaching. From the aforementioned field, clinical and laboratory experiences, preservice teachers are expected to develop a sense of confidence, autonomy, thoughtfulness, reflectivity, and creativity with life-span implications for teaching and learning. (Author/JD)

ED 290 752
SP 029 887

Odell, Sandra J.
Characteristics of Beginning Teachers in an Induction Context.
PUB DATE- Feb 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Education; Elementary School Teachers; Helping Relationship; Instructional Improvement; *Program Effectiveness; Teacher Attitudes; *Teacher Characteristics; Teacher Motivation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

In this study, the interview method was used to describe the characteristics of new elementary school teachers in an induction context. In particular, the research was designed to: (1) reveal new teacher motivations, attitudes, and expectations; (2) identify the concerns of beginning teachers and the support personnel most helpful to beginning teachers; (3) assess the impact of the teaching context on the first year of teaching; and (4) reveal what changes in teacher practice beginning teachers would make in a new year. During the course of the school year, the nine clinical support teachers in the induction program administered an interview at three different times to 18 beginning teachers. The interview consisted of seven open-ended questions on teacher motivation, teacher attitudes, new teacher expectations, new teacher needs, sources of new teacher support, and the impact of the teaching context or teaching practice. An analysis of interview responses is offered and a comparison is made between these results and those of previous research on the topic. It is tentatively concluded that the teacher induction context may produce new teachers who are more motivated to continue teaching, more open to receiving support, and more focused on the instructional process during their initial teacher year. The verbatim interview questions and teaching characteristics are listed in tables. (JD)

ED 290 753
SP 029 888

Reuter, Steven F.; Hersrud, D. Rene
University of Minnesota Postbaccalaureate Teacher Candidate Selection: An Admissions Perspective.
PUB DATE- 19 Feb 88

NOTE- 82p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Admission Criteria; Graduate Students; Higher Education; Intellectual Disciplines; *Masters Programs; Minority Groups; *Pilot Projects; Preservice Teacher Education; Student Characteristics; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *University of Minnesota

The primary directives considered in the restructuring of the College of Education at the University of Minnesota were: (1) the replacement of undergaduate teacher preparation programs with graduate curricula; (2) a strengthened liberal education and subject area specialization within the baccalaureate degree; and (3) commitment to increased numbers of minority candidates recruited into teaching. These elements were further coalesced into a set of guidelines concerning postbaccalaureate programs. These guidelines include: (1) students admitted into the programs must have a completed baccalaureate degree in an appropriate content area; (2) all students admitted must satisfy minimum entrance requirements; (3) students should enter the postbaccalureate programs as members of a cohort, beginning enrollment in the summer session prior to the regular academic years; (4) students should devote the academic year to specific education courses and clinical experiences in elementary and/or secondary settings; (5) students should compete licensure requirements at the end of the first summer session following the regular academic year; and (6) students should not receive the master's degree at the conclusion of the initial pre-service training program. Additional coursework and applied classroom research should be required for the M.Ed. program. This paper clarifies the rationale for use of specific admissions procedures, discusses admission guidelines used for the pilot programs, and describes student-related data collected in the admissions process. (JD)

ED 290 754
SP 029 889

Giesbrecht, Margaret L.
Developing an Oral History Project to Help Students and Teachers Analyze and Understand Educational Change.
PUB DATE- Feb 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; *Educational Change; *Educational History; Higher Education; Inservice Teacher Education; *Interviews; *Oral History; Preservice Teacher Education; *Program Development; Qualitative Research; *Teacher Education Curriculum

This paper describes the development of an oral history project designed to help both preservice and inservice teachers gain a sense of perspective as they deal with complex educational changes. Students in the Introduction to Education course were required to select a period of educational history or a topic, such as desegregation, which particularly interested them. They then developed a set of interview questions relevant to the topic and conducted an interview with an individual they had selected as experienced or expert on the subject. The completed tapes, along with a reaction paper relating the information in the tapes to class lectures, readings, and other interviews, were then submitted to the instructor for evaluation. A set of instructions on conducting, analyzing, and reporting the interview is attached. (JD)

ED 290 755
SP 029 890

Stuempfig, Daniel W.
Teaching Interactive Decisionmaking Skills to Preservice Teachers.

PUB DATE- Feb 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Decision Making Skills; Higher Education; Interpersonal Relationship; Preservice Teacher Education; *Student Teachers; *Teacher Behavior; *Teacher Effectiveness; *Training Methods
IDENTIFIERS- *Interactive Decisionmaking

A report is given of a program that was developed to train student teachers in how to make effective decisions while they are engaged in the act of teaching. This type of thinking has been labeled "interactive decisionmaking" (IDM). As a result of the training, the beginning teachers were expected to make improvements in their classroom decisions. The objectives of the training were to improve skills in: (1) making classroom decisions based on present observed student behavior; (2) considering and implementing more instructional alternatives when conducting lessons; and (3) improving their decisions in overall quality and appropriateness. A description is given of the procedures followed in the IDM training program, involving eight student teachers in the second semesters of a professional teacher training program and eight novice teachers at the beginning of the same program. Results of the training program indicated that while some aspects of decision making were affected positively, the general quality of classroom interactions was not significantly enhanced. Suggestions are made for future research. (JD)

DOCUMENT RESUME

ED 290 756
SP 029 898

Haggard, Cynthia S.; Lang, Duaine C.
The Impact of Weighting Student Teacher Evaluation Variables.
PUB DATE- 16 Feb 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Equated Scores; *Evaluation Criteria; Higher Education; *Interrater Reliability; *Measurement Techniques; Measures (Individuals); Preservice Teacher Education; *Student Teacher Evaluation; *Weighted Scores

The question of whether weighting (rank-ordering) of student teacher evaluation criteria, as determined by student and supervising teachers, university supervisors, and employing officials, results in better differentiation between and among student teachers is explored in this paper. Participants in the study were asked to rank order 15 evaluation items in terms of relative importance. The study included 193 student teachers, 194 supervising teachers, 27 university supervisors, and 59 employing officials. These multiple group rankings permitted an analysis of the question of whether different importance is attached to different items by different populations. Findings indicated that weighting items utilized in the evaluation of what usually appears to be a single exemplary population is not, as a rule, valid. (JD)

ED 290 757
SP 029 914

Hadaway, Nancy L.; And Others
Multicultural Education: What Educators Know, What They Need To Know.
PUB DATE- Feb 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Background; Cultural Differences; Elementary Secondary Education; Field Experience Programs; Higher Education; *Multicultural Education; Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Programs; *Teacher Improvement
IDENTIFIERS- *Teacher Candidates

A discussion is presented on a cluster of related research studies conducted on the adequacy of multicultural education in current teacher education programs. The first was designed to determine whether preservice teachers lack relevant background experiences in multicultural settings, perceive a need for multicultural training, and would be willing to participate in such training. This information was obtained by means of a a 14-item questionnaire administered to 125 preservice teacher education students. The second study involved the administration of the Cultural Diversity Awareness Inventory as a pre- and post-test measure to preservice and inservice teachers who had taken three courses on the multicultural society and cross-cultural environments. The third research effort focused on a program, "The Minority Mentorship Project," in which undergraduate elementary education majors were linked as mentors with elementary minority students. An analysis of study results indicated that preservice teachers have limited experience and background in multicultural settings, but that a course devoted to multicultural content can raise sensitivity levels and cultural awareness. The results of the third study highlighted the benefits of early hands-on experience in the field. (JD)

ED 290 758
SP 029 915

Kasprisin, Lorraine
Ethical Questions for Teachers: A Case Study Approach.
PUB DATE- [87]
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Conflict Resolution; Elementary Secondary Education; *Ethics; Higher Education; Human Relations; Informal Leadership; *Moral Development; Moral Values; Perspective Taking; Schools of Education; Teacher Education; *Teacher Responsibility; Teacher Student Relationship

This paper examines the appropriateness of the case study approach, commonly used in medical and law schools, for prospective and inservice teachers in schools of education. Developing courses in which case studies would be used to illustrate moral dilemmas would aid teachers in examining their ethical principles, weighing moral issues, and applying ethical reasoning to questions facing them in their practice. One of the assumptions underlying the construction of such courses is that the best way to approach the complex ethical questions that lie at the center of professional life is to examine them in light of traditional ethical theories. New feminist research, however, distinguishes a morality of rights and principles (the justice perspective) from a morality of care and responsibility (the care perspective). Each perspective posits a different relationship between morality and the conception of self. The appropriateness of both ethical approaches for professional ethics courses in schools of education is discussed. (JD)

ED 290 759
SP 029 918

Integrated Learning What--Why--How. Instructional Services Curriculum Series, Number 1.
North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Fused Curriculum; Holistic Approach; *Integrated Curriculum; Interdisciplinary Approach; Lesson Plans; *Program Development; *Program Implementation; *State Programs; Teamwork; Unified Studies Curriculum
IDENTIFIERS- North Carolina

Integrated learning refers to the interrelatedness of subject and skill areas within and across grades of a school program. A description is given of the framework for integrated learning programs developed by the state of North Carolina. This monograph addresses factors that influence efforts toward integrated learning as well as processes for implementation. The recurring themes of communication, collaboration, and coordination are evident, since integrated learning requires that teachers work together and plan school activities in a more holistic way. The keystone of this approach is teachers working as a team. The personnel, time, resources, and facilities needed for successful integrated learning programs are described, as well as the levels of responsibility on the part of the state, the school district, the school, and the classroom. Techniques used in developing an integrated curriculum are discussed, e.g., webbing, topic organizers, goal files, and modular thematic units. A sample plan of steps for integration is presented. A bibliography is included. (JD)

TM

ED 290 760
TM 011 000

Arter, Judith A., Ed.; Salmon, Jennifer R., Ed.
Assessing Higher Order Thinking Skills: Issues and Practices Conference Proceedings (Clackamas, Oregon, October 1-2, 1987).
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 186p.; Parts of document contain small print.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Measurement; Cognitive Tests; Creativity Tests; *Critical Thinking; Elementary Secondary Education; *Evaluation Methods; Item Banks; Multiple Choice Tests; *Test Construction
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

The following discussions and workshops were presented at a conference on assessing higher order thinking skills organized by the Northwest Regional Educational Laboratory: (1) "Assessing Higher Order Thinking Skills--Issues and Practices" by S. Rankin; (2) "Writing Multiple-Choice Critical Thinking Items (part 1)" by S. P. Norris; (3) "Writing Multiple-Choice Critical Thinking Items (part 2)" by S. P. Norris; (4) "In-classroom, Informal Assessment of Students' Thinking Skills" by K. Bumgarner; (5) "Sow's Ears into Silk Purses--How To Take Unlikely Looking Textbook Material and Make It Testable for Critical Thinking" by C. Missimer; (6) "How To Select a Test of Higher Order Thinking Skills" by J. A. Arter; (7) "Diagnosing Thinking Deficiencies in the Classroom" by S. Wasserman; (8) "Assessing Creativity" by A. Halstead; (9) "Assessing Higher Order Thinking Skills in Hawaii" by J. A. Arter and L. Paule; (10) "Test Publisher's Panel" by C. Ross, G. H. Roid, M. Hill, and K. Bumgarner;(11) "Higher Order Thinking Skills and Item Banking" by R. Naccarato and R. K. Miller; (12) "Alternative Formats for Assessing Higher Order Thinking Skills" by E. S. Quellmalz; (13) "Classroom Assessment of Higher Order Thinking Skills" by R. Stiggins and E. S. Quellmalz; and (14) "Assessment Strategies to High Order Thinking Skills" by C. Ross." Appendices include the conference schedule and addresses of the presenters and conference participants. (SLD)

ED 290 761
TM 011 001

Stiggins, Richard J.; And Others
Measuring Thinking Skills through Classroom Assessment.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 44p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Elementary Secondary Education; Evaluation Methods; Inferences; Language Arts; Mathematics Skills; *Measurement Techniques; *Recall (Psychology); Science Education; Social Studies; *Student Evaluation
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

Classroom assessment procedures of 36 teachers in grades 2 to 12 from the same suburban school district in the Pacific Northwest were studied to determine the extent to which they measure higher order thinking skills of students in mathematics, science, social studies, and language arts. Gathering information from teachers involved four steps: (1) teachers were interviewed about their plans for one instructional day; (2) teachers were each observed by a trained observer for all class periods of the day; (3) teachers provided observers with four to six samples of paper and pencil assessment instruments used recently; and (4) each was interviewed indepth after the day of observation. In both written and oral assessments, teachers focused nearly half of their assessments on the simple recall of facts and information. Inference and analysis received less attention, and comparison and evaluation were almost ignored. Despite teachers' understanding of the importance of teaching students to think, they still require students to reproduce facts and information. Only mathematics emphasized thinking beyond mere recall. Teachers at various grade levels were surprisingly similar in their assessment patterns. (SLD)

ED 290 762
TM 011 002

Loesch-Griffin, Deborah A.; Ringstaff, Cathy

When Unintended Consequences Become the Main Effect: Evaluating the Development of a Foster Parent Training Program.

PUB DATE- Oct 86
NOTE- 22p.; Paper presented at the Annual Conference of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986). The last page may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Advocacy; County Programs; Databases; Evaluation Methods; Financial Support; *Foster Care; Foster Children; *Foster Family; *Needs Assessment; Nonprofit Organizations; *Parent Counseling; *Parent Education; *Program Evaluation; Social Services; Social Work; Social Workers; Staff Development; Systems Analysts
IDENTIFIERS- *Evaluator Characteristics

A program of education, training, and support provided to foster parents in a California county through a nonprofit agency is evaluated. The evaluators' experience indicates that: (1) evaluations are gaining in popularity; (2) role shifts by evaluators are sometimes difficult to perceive; (3) program staff are unlikely to use evaluative feedback unless it matches their own agendas; (4) communication breakdowns occur even in small organizations; and (5) the reorganization of existing services is sometimes preferable to development of a new program. Although direct measures of the program's services do not show significant improvement in the status of foster children and foster parenting, it was found that the program does have an impact on the foster care community. Recommendations based on the experience of the evaluators include support of database development and maintenance, improvement of county services coordination, providing of funding for planning and development as well as implementation of a program, close scrutiny of goals of short-term programs, attention of unintended consequences of programs, and continued evaluation of field-based social services. (TJH)

ED 290 763
TM 011 003

Veselka, Marvin
Educator Recertification Testing in Texas: Big State, Big Challenges.
PUB DATE- [86]
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Evaluation; Educational Legislation; Elementary Secondary Education; Standardized Tests; State Boards of Education; State Standards; *Teacher Certification; Teacher Dismissal; Testing Programs
IDENTIFIERS- House Bill 72 (Texas 1984); *Teacher Recertification; *Texas

As the result of educational reform legislation passed in Texas in 1984, a recertification examination was instituted for practicing elementary and secondary school teachers and administrators. The deadline for successful completion of the test by educators was June 30, 1986. The emphasis was on measuring reading and writing abilities, and an anchor test was adopted that was linked with tests that were common in the educators' experience. Performance standards were established on the test. A 35-member advisory committee, which included 27 teachers and administrators, recommended the skills to be measured and assisted in item specification review. Subsequent background work included a field test involving over 5,000 educators, a review of items by 1,000 educators, dissemination of test copies to school districts for review, and distribution of 250,000 copies of the practice test. Only educators who had not taken source tests or scored below the Board of Education standards were required to take the state-approved test. On March 10, 1986, 205,000 teachers and administrators were tested for recertification. Those failing received a report and remediation guides and were scheduled for retesting in June. Educators who fail the test a second time will be denied employment in Texas public schools. (TJH)

ED 290 764
TM 011 004

Redfield, Doris L.
Expected Student Achievement as a Potential Factor for Assessing Teacher Effectiveness.
PUB DATE- Nov 87
NOTE- 17p.; For a related document, see TM 011 005. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Predictive Measurement; Standardized Tests; Teacher Effectiveness; *Teacher Evaluation; Teacher Responsibility; Teaching Skills
IDENTIFIERS- *Kentucky Career Ladder Plan

The Kentucky Career Ladder Commission has funded a special project on "expected student achievement," to study the evaluation of teachers while avoiding the indefensible use of standardized student achievement tests. As proposed, the plan uses student achievement as one aspect of evaluation. The problem is in determining the degree to which student achievement, however defined, is attributable to any particular source. The project found that teachers value general and specific academic and non-academic outcomes. A common core of student achievement goals might be developed for evaluating teachers through professional consensus with weighted significance for each goal. The project has identified many problems associated with using student achievement test results as it has begun to develop alternatives to the use of standardized test data for this purpose. The procedures piloted during the first year (1986-87) of the special project have potential for development as part of a teacher evaluation system which includes student achievement outcome data. (SLD)

ED 290 765
TM 011 005

Redfield, Doris L.
A Comparison of the Perspectives of Teachers, Students, Parents, and Principals Concerning the Influences of Teaching on Students and the Use of Student Outcomes To Evaluate Teaching.
PUB DATE- Nov 87

NOTE- 17p.; For a related document, see TM 011 004. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Parent Attitudes; Principals; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Kentucky Career Ladder Plan; Perspectives Discrepancy Assessment

As one aspect of the project on expected student achievement of the Kentucky Career Ladder Plan, teacher participants (N=26) were interviewed about their perceptions of the issues surrounding the use of student achievement data in teacher evaluation. Perceptions of students (N=59), parents (N=23), and principals (N=22) were also obtained through interviews for comparison, with parallel questions asked of each group. Overall, teachers were more concerned with non-academic outcomes that might be attributable to themselves, but might not be fairly incorporated into an evaluation system. Parents considered student test scores part of the evaluation process, but other factors were of equal importance to them. Students felt that it would be unfair to use their test scores for a variety of reasons. Principals were the most concerned about the subjective nature of non-standardized test data. (SLD)

ED 290 766
TM 011 006

Doak, J. Linward
Regional Universities' Needs for Conducting Teacher Education Evaluation: A Case Study of Eastern Kentucky University.
PUB DATE- Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Evaluation Criteria; Evaluation Methods; Higher Education; *Program Evaluation; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Eastern Kentucky University

A case study of evaluation of teacher education programs at Eastern Kentucky University in Richmond indicates that program evaluation needs are the same for regional universities as for major universities, but fewer funds are available in most cases. In the year 1977-78, the plan for a comprehensive evaluation program was placed into operation and a coordinator of competency examinations was appointed. In 1980, an office headed by the Director of Educational Research and Evaluation was formed for program evaluation. Grade point requirements for teacher education and student teaching have been raised. The problem of follow-up for graduate programs remains the greatest gap. The evaluation must have the full support of the school administration, and planning must be long-range and comprehensive in order for the teacher education evaluation program to have a chance at success. The actual evaluation program for the College of Education from admission until after graduation is included. (SLD)

ED 290 767
TM 011 007

Lancaster, Diana M.; And Others
A Comparison of Item Type and Source on Difficulty and Discrimination Ability.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dental Schools; Dentistry; Difficulty Level; *Discriminant Analysis; Higher Education; *Item Analysis; *Multiple Choice Tests; Statistical Analysis; *Test Construction; Test Format; *Test Items; Test Theory
IDENTIFIERS- Item Discrimination (Tests); Louisiana State University; Short Answer Tests

Difficulty and discrimination ability were compared between multiple choice and short answer items in midterm and final examinations for the internal medicine course at Louisiana State University School of Dentistry. The examinations were administered to 67 sophomore dental students in that course. Additionally, the impact of the source of the information, either lecture or text, on the accuracy of the response was studied. Data were collected from a total of 177 students during the three years of the study. Item analysis provided a difficulty index, and a discrimination index from the top 27 percent minus the lower 27 percent divided by 100. Kuder Richardson 20 was computed for each test, with values ranging from 0.59 to 0.68. Although it had been expected that short answer items would be the more difficult and best discriminators, the percentages of difficult or discriminating items did not vary greatly for item type or source, and neither factor produced a consistent trend. (SLD)

ED 290 768
TM 011 008

Blackbourn, Joe M.; Wilkes, Sam T.
The Prediction of Teacher Morale Using the Supervisory Conference Rating, the Zones of Indifference Instrument and Selected Personal Variables.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Predictive Measurement; Regression (Statistics); Statistical Analysis; Teacher Attitudes; *Teacher Morale; Teacher Motivation; Teacher Supervision
IDENTIFIERS- *Purdue Teacher Opinionnaire; Supervisory Conference Rating; Zones of Indifference (Behavior)

A prediction equation for teacher morale was developed from the responses of 236 teachers in a large school system in Mississippi. The Supervisory Conference Rating (SCR) was used to measure teachers' perceptions of the supervisory conference following observation by the principal. The Zones of Indifference of these teachers were measured with the Zones of Indifference Instrument, and the Purdue Teacher Opinionnaire was used as a measure of teacher morale. All correlation coefficients except SCR 1 and total SCR were significant. Higher morale scores were reported by: (1) younger teachers; (2) teachers with wider zones of indifference; (3) teachers receiving the supervisor conference more positively; (4) those who teach at lower levels; (5) teachers with fewer years of experience; (6) teachers with shorter tenure at their present school; and (7) female teachers. (SLD)

ED 290 769
TM 011 009

George, Yvetta; Schaer, Barbara
Program Evaluation of a Reading Laboratory for a Learning Modality Instructional Approach.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aural Learning; Grade 2; Kinesthetic Perception; *Learning Modalities; Primary Education; Program Evaluation; *Reading Centers; *Reading Instruction; Reading Programs; Visual Learning
IDENTIFIERS- Iowa Tests of Basic Skills; *Swassing Barbe Modality Index

The success of a reading laboratory using a learning modality approach was studied. The null hypothesis that there would be no significant difference among the levels of primary learning modality, sex, and race on the posttest of reading achievement for 31 second grade students, who read below grade level was tested at the 0.05 level after the effects of the pretest were statistically removed. Each student worked in the Learning Laboratory 30 minutes a day, 4 days a week, for 3 months. Modality was assessed with the Swassing-Barbe Modality Index. Modality instructional activities included auditory, visual, and kinesthetic activities. Modality preference was not found to significantly interact with the method of teaching reading, although the results are considered to be inconclusive due to the small sample size, lack of control group, and an inappropriate dependent measure in the post-test, the Iowa Test of Basic Skills. (SLD)

ED 290 770
TM 011 010

DeMoulin, Donald F.; Guyton, John W.
Principals' Perceptions of Instructional Stages Based on Felt Teaching Characteristics.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Southern Regional Council on Educational Administration (Gatlinburg, TN, November 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Career Development; Elementary Secondary Education; Factor Analysis; *Instructional Effectiveness; *Principals; Teacher Administrator Relationship; Teacher Behavior; Teacher Burnout; *Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Instructional Transfer Model

Whether principals could identify teaching traits and categorize these consistently as descriptors of instructional stages was studied by asking 145 randomly selected principals in public schools throughout Illinois and Indiana to characterize teacher behavior based on experience. Principals were asked to list instructional stages, yielding 161 usable teaching characteristics. Another sample of 50 principals was then surveyed to derive, under principal component factor analysis, 5 factors appearing to fit the projected career development model. The sequential stages derived indicated that no age limit could be attached to the effectiveness cycle for a teacher. Appendices list variables for five different factors: (1) provisional stage; (2) development state; (3) decelerating stage; (4) stagnant stage; and (5) terminal stage. (SLD)

DOCUMENT RESUME

ED 290 771
TM 011 011

Kazelskis, Richard; And Others
The Original and Revised Nedelsky Procedure: Comparisons with Two Non-subjective Approaches to Determining Cutoff Scores.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Cutting Scores; Measurement Techniques; Methods; *Scoring Formulas; Standards; *Statistical Analysis; *Teacher Education; Test Construction
IDENTIFIERS- *Nedelsky Method

Numerous techniques are available for determining cutoff scores for distinguishing between proficient and non-proficient examinees. One of the more commonly cited techniques for standard setting is the Nedelsky Method. In response to criticism of this method, Gross (1985) presented a revised Nedelsky technique. However, no research beyond that presented by Gross has yet to appear. This study examined and compared cutoff scores derived using the original and revised Nedelsky techniques and cutoff scores derived from two non-subjective standard setting techniques. Little evidence was found to suggest that the revised Nedelsky technique has substantially alleviated the problems associated with the original technique. (Author)

ED 290 772
TM 011 012

Pettibone, Timothy J.; Roddy, Mary E.
Using an Inter-University Network for Research.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Networks; *Databases; Electronic Mail; Higher Education; *Information Networks; *Networks; *Online Systems; Research Tools; Search Strategies; Time Sharing
IDENTIFIERS- *BITNET; Computer Centers

An inter-university network of computer centers, the "Because It's Time NETwork" (BITNET), is described. Specific guidelines and format requirements for using BITNET, with sample commands, are presented. More than 1,800 computers at over 600 institutions of higher education and research centers in Europe, Asia, and North America are linked in this "store-and-forward" network. Users must have access to a main-frame computer located in a BITNET member institution. Users share information via real-time terminal messages and electronic mail. Other applications of BITNET include document transfer, program sharing, data exchange, and access to BITNET data services. Four maps of regional BITNET nodes in the United States and other parts of the world are included. (SLD)

ED 290 773
TM 011 013

Tishler, Anne G.; Neely, Ann M.
Perceptions about Career Ladders across Levels of Teacher Socialization.

PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *Career Ladders; *Promotion (Occupational); Quality of Working Life; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Morale; Teacher Supervision; Teaching Experience
IDENTIFIERS- Teacher Socialization; *Tennessee Career Ladder Program

Perceptions about career ladders were studied in 254 pre-service and in-service teachers from two southern states at five different levels of socialization in their professional life: (1) 118 were students taking an entry-level course in teacher education; (2) 44 were senior students before student teaching; (3) 40 were senior students after student teaching; (4) 20 were first-year teachers; and (5) 32 were veteran teachers. A questionnaire was developed from literature on career ladder programs (CLPs). Participants were shown a videotape on CLPs before completing the questionnaire, designed to show changes in perceptions over five levels of professional socialization. As teachers were socialized into the profession, they generally expressed less agreement with the assumptions on which CLPs were based. Nearly half of the veteran teachers did not think that there would be greater incentives for teachers in a CLP. Reservations were expressed about the ability and competence of principals to evaluate effective teaching. However, first-year teachers formed a discrepant group; 80 percent of them considered principals good evaluators. (SLD)

ED 290 774
TM 011 014

Fox, William M.
Some Measurement Issues Relating to Behavior Modeling.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Behavior Change; Change Strategies; Feedback; *Measurement Techniques; *Modeling (Psychology); Research Methodology; *Role Playing; Training
IDENTIFIERS- *Behavior Modeling

Measurement issues relating to behavior modeling research are discussed. Researchers have successfully demonstrated the ability of behavior modeling to produce significant behavioral change in the training milieu, but have been less successful in showing the transfer of such change to everyday situations, a problem partially caused by measurement deficiencies. Comparison of pre-training and post-training role playing is a common basis for assessment. Role-playing success may have potential for a high level of ecological validity, but this is not ascertainable unless assessment is based on multiple samples of behavior. Other problems commonly associated with behavior modeling research include: (1) inadequate behavior sampling; (2) insufficient consideration of lagged effects; and (3) inadequate attention to the problem of proactive inhibition. A four-page list of references is included. (SLD)

ED 290 775
TM 011 015

Camara, Wayne J.; And Others
The Reality of Longitudinal Data Collection: Locating Vanishing Veterans.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Data Analysis; *Data Collection; Followup Studies; *Longitudinal Studies; Military Personnel; *Research Methodology; Sampling; *Surveys; *Veterans
IDENTIFIERS- National Longitudinal Surveys

This paper investigates the utility of various procedures used to locate and interview veterans as part of a longitudinal research study being conducted for the Department of Defense. The populations are comprised of below entry aptitude standards males who entered the military during the late 1960s, and potentially ineligibles who entered between 1976 and 1980. The latter group entered because of the misnorming of the enlistment exam scores. Several methods was used to locate subjects of both populations and compared to existing data collected from National Longitudinal Surveys on equivalent samples of low-aptitude non-veteran males. Future researchers are encouraged to investigate multiple locating methodologies and assess the quality of existing data and known characteristics of the population prior to embarking on longitudinal data collection with special populations. (Author/SLD)

ED 290 776
TM 011 016

Fischer, Wyman E.; And Others
The WISC-R and Halstead-Reitan Neuropsychological Battery: A Comparative Study.
PUB DATE- Sep 87
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Correlation; *Diagnostic Tests; Educational Diagnosis; Factor Analysis; Identification; Learning Disabilities; *Learning Problems; Multivariate Analysis; *Neurological Impairments; Statistical Analysis; Tests
IDENTIFIERS- *Halstead Reitan Neuropsychological Tests; *Wechsler Intelligence Scale for Children (Revised)

The overlap of the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Halstead-Reitan Neuropsychological Battery (HRNB) was investigated in light of their use in diagnosing children's learning problems. Scores for 1,181 children in the WISC-R and the HRNB were related using a canonical correlational analysis. One significant correlation emerged, "R" "c" = 0.64. The primary source of redundancy between measures was attributed to cognitive variables. In an effort to explore the constructs for both measures, data from the WISC-R and the HRNB were submitted to factor analysis. Six factors emerged, three of which corresponded closely to those usually reported from the WISC-R. A five-page list of references is appended. (Author/SLD)

ED 290 777
TM 011 017

Choca, James P.; And Others
A PTSD Scale for the MCMI.
SPONS. AGENCY- Veterans Administration, Washington, D.C.
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diagnostic Tests; *Emotional Disturbances; Measures (Individuals); Medical Evaluation; Military Personnel; Psychological Evaluation; Psychological Testing; *Psychopathology; *Psychosomatic Disorders; Test Construction; Testing; *Veterans
IDENTIFIERS- *Millon Clinical Multiaxial Inventory; *Posttraumatic Stress Disorder; Vietnam Veterans

A post-traumatic stress disorder (PTSD) scale for the Millon Clinical Multiaxial Inventory (MCMI) was developed using an outpatient sample consisting of 45 clients meeting criteria for the PTSD syndrome in accordance with the Diagnostic and Statistical Manual (DSM-III), and an equal number of matched controls. The scale was derived empirically by looking at each MCMI item and determining if there was any difference in the way the individuals from the two groups responded to the particular item. The method led to 17 items that diagnosed PTSD subjects in the derivation sample with accuracy. The scale was then tested against a second cross-validating sample. The latter sample consisted of 43 patients admitted into a PTSD inpatient unit for treatment; the control group used a matched sample of psychiatric inpatients without PTSD. Although the results were significant, the mean and standard deviations of the two cross-validating groups were such that it may be difficult to use the scale clinically. The possibility that a better scale could be developed choosing items on the basis of face validity was explored. (Author/SLD)

ED 290 778
TM 011 018

Atkinson, Leslie; And Others
Factor Analysis of the Attributional Style Questionnaire: Attributions, Outcomes, Events.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; Depression (Psychology); Factor Analysis; *Helplessness; Matrices; Personality Measures; *Psychological Evaluation; *Psychometrics; Questionnaires; Secondary Education; Statistical Analysis
IDENTIFIERS- *Attribution Style Questionnaire

Attributional style as it has been operationalized in the Attributional Style Questionnaire (ASQ) was critically assessed. A sample of 538 senior high school and college students completed the ASQ. The resulting ASQ data were then intercorrelated, factor analyzed, and compared to hypothesized matrices for all items, good outcome items, and bad outcome items. Factor analysis revealed no evidence of three attributional styles and demonstrated the weakness of the attributional model. The strength of alternative "outcome" and "event" factor solutions was shown. The ASQ appears to measure the good outcome/bad outcome dichotomy. (SLD)

ED 290 779
TM 011 019

Bush, Patricia J.; Iannotti, Ronald J.
Development of an Adult Risk-Taking Scale.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- 87
NOTE- 18p.
GRANT- R01-DA02686
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; Drug Abuse; Factor Analysis; Measures (Individuals); *Predictive Measurement; *Risk; *Self Destructive Behavior; Socioeconomic Status; Test Construction
IDENTIFIERS- *Risk Taking

A 13-item adult risk taking scale was selected by factor analysis and internal reliability testing from 25 items administered to 270 urban adults (56% Black; 33% White; 11% Hispanic/other) stratified by socioeconomic status. Chronbach's alpha equaled 0.77. Five items refer to risk of injury, five to risk of illness, one to gambling, and two to general risk taking propensity. Items were measured on a six-point scale representing "Strongly Agree" to "Strongly Disagree." The resulting Bush-Iannotti Adult Risk Taking Scale (BIARTS) was correlated with socioeconomic status indicators, psychosocial and health-related variables, alcohol use, and risk of injury and risk of illness scales of the subjects' children. In addition to its proven utility in a model to predict expected medicine use for common health problems, the BIARTS may have utility for areas of health behavior such as disease prevention and compliance with physician directives. Pilot questions for the risk-taking scale are included, with item correlations. (Author/SLD)

ED 290 780
TM 011 020

Summerhill, William R.; And Others
Respondent Reactions to Selected Aspects of Mail Survey Instruments and Processes.
PUB DATE- 10 Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Data Collection; Demography; Participant Satisfaction; Public Opinion; *Questionnaires; Sampling; Social Exchange Theory; Social Science Research; Socioeconomic Status; Surveys
IDENTIFIERS- *Florida Cooperative Extension Service; *Mail Surveys; Respondent Behavior

Attitudes and preferences toward mail surveys were studied from the viewpoint of the recipient. Approximately 386 residents of a small rural community in Florida were sent a questionnaire about attitudes toward mail surveys, with half receiving a follow-up card after 4 days. A total of 123 usable questionnaires were returned. Respondents were asked about gender, family income, education level, and type of household. Thirty-four percent of the respondents were positive and 45% were neutral toward mail surveys. There was no difference in the percentage of respondents expressing negative feelings toward surveys among those receiving reminders and follow-up mailings and those responding immediately. There were no statistical associations between demographic characteristics and reactions. Features of the survey and survey processes influencing the responses are tabulated. The "Survey about Surveys" is included. (SLD)

ED 290 781
TM 011 021

Abrahams, Steven; And Others
Focus-of-Evaluation and Intrinsic Motivation.
PUB DATE- Aug 87
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Feedback; High Schools; High School Students; *Motivation; Performance; *Performance Factors; Rewards
IDENTIFIERS- *Personality Research Form

Focus of evaluation using a normative social criterion was contrasted with evaluation with a more task-oriented criterion. Fifty female and 28 male high school students played a game constructing words from a letter matrix. One-third of the subjects anticipated performance evaluation with respect to a performance criterion; one-third was offered a reward for surpassing the criterion; and the remainder expected neither evaluation nor reward. Focus was manipulated by telling half of the students that there would be a normative, comparative focus; and by telling the other half that the evaluation would be based on an absolute score. Subjects completed the Personality Research Form. Normatively focused evaluation reduced interest relative to controls receiving identical performance feedback, and it reduced interest relative to groups exposed to the same evaluation and feedback but promised a reward for doing well. Task-focused evaluation, however, raised interest relative to control and reward groups. This suggests that a task focus promotes involvement and that under these conditions concern with doing well relative to others is not related to intrinsic interest. (SLD)

ED 290 782
TM 011 022

Brown, Stephen W.
Teaching and Assessing Clinical Skills Using a Modified Essay Examination. Teaching Activity Poster.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Records; *Clinical Experience; Clinical Psychology; *Essay Tests; Evaluation Methods; Higher Education; Problem Solving; Teaching Skills; Test Construction; *Test Format; Test Reliability
IDENTIFIERS- Case Management; Diagnostic Statistical Manual of Mental Disorders

A "modified essay examination" was used to help teach and to assess clinical problem-solving skills with 11 first trimester doctoral students. This examination provided a paper-and-pencil simulation of problems encountered in case management. Students were required to generate hypotheses, formulate questions, discuss issues, and make management decisions in a sequential manner. Examination reliability was 0.80 and scores shared significant (p less than 0.01) common variance with instructors' ratings of clinical skills; years of clinical experience; and a pre-admission rating of "clinical potential." The material was a valuable aid in stimulating class discussion, and students had positive opinions concerning the process. A statistical table and an example of the essay examination are included. (Author/SLD)

ED 290 783
TM 011 023

Wilson, F. Robert; Yager, Geoffrey G.
Counselor Effectiveness: Measure by Measure.
PUB DATE- Nov 87
NOTE- 34p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (St. Louis, MO, November 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; Counseling; *Counseling Effectiveness; *Counselor Evaluation; Counselor Performance; Postsecondary Education; Role Playing; Statistical Analysis; *Test Validity; Videotape Recordings
IDENTIFIERS- Barrett Lennard Relationship Inventory; Counselor Effectiveness Rating Scale; Counselor Effectiveness Scale (Ivey et al); Counselor Evaluation Inventory; Counselor Rating Form; Principal Components Analysis

The validity of six instruments designed to assess counselor effectiveness was studied. Four videotaped counselor role conditions were created. Participants, 160 undergraduates at the University of Cincinnati (Ohio), were asked to rate the counselors using each of the six commonly used instruments. Three were drawn from social influence theory: (1) the Counselor Rating Form; (2) the Counselor Rating Form-Short Version; and (3) the Counselor Effectiveness Rating Scale. Three others were selected from other theoretical viewpoints: (1) the Barrett-Lennard Relationship Inventory; (2) the Counselor Evaluation Inventory; and (3) the Counselor Effectiveness Scale. High concurrent validity was found for the social influence instruments, although the subscales may not have measured distinct constructs. Considerable construct overlap was found between social influence and comparison instruments. Statistical information is tabulated. (SLD)

ED 290 784
TM 011 024

Fischer, Wyman E.; Dean, Raymond S.
The Multidimensional Nature of the Halstead Category Test.
PUB DATE- Oct 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Academy of Neuropsychologists (7th, Chicago, IL, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; Educational Diagnosis; Factor Analysis; Learning Disabilities; *Neurological Impairments; Psychological Testing; *Psychometrics; Statistical Analysis
IDENTIFIERS- Halstead Category Test; *Halstead Reitan Neuropsychological Tests

Measures of the Halstead-Reitan Neuropsychological Battery (HRNB) were factor analyzed with subtests of the Halstead Category Test (HCT) for 277 9-year-old learning disabled subjects. Eight factors with eigenvalues greater than one were rotated to a final solution that accounted for 67.9 percent of the total variance. HCT-Subtest 1 loaded primarily on a factor that was composed of measures of attention and/or impulse control. HCT-Subtest 2 was best identified with a factor that concerned visual-spatial analysis and memory. The remaining HCT subtests loaded on two factors independently of other HRNB variables. Equal loading, but with opposite signs, was found for NCT-Subtests 3 and 4 on a single factor. An additional factor consisted of HCT-Subtest 5 (negative loading) and HCT-Subtests 6 and 7 (positive loadings). These data were interpreted as offering little support for considering the subtests of the HCT as a single measure. Examination of error scores on Subtest 5 showed that an initial difficulty in identifying the underlying concept in that subtest may have a beneficial learning effect on succeeding subtests. Statistical results are summarized in the attached tables. (Author/SLD)

ED 290 785
TM 011 025

Johnson, John A.
Toward Valid Measurement of Stephen Pepper's World Hypotheses.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Behavioral Science Research; Behavioral Sciences; Behaviorism; Personality Measures; Psychology; Researchers; Research Methodology; *Social Science Research; Sociobiology; Test Validity
IDENTIFIERS- *World Hypotheses (Pepper)

Two measures of the "world hypotheses" of Stephen Pepper were mailed to 100 sociobiologists, 87 behaviorists, 79 personality psychologists, and 45 human developmentalists. The World Hypothesis Scale (WHS) was designed to measure Pepper's four world views: (1) formism; (2) mechanism; (3) organicism; and (4) contextualism. The Organicism-Mechanism Paradigm Inventory (OMPI) was designed to cover philosophical and practical areas. The OMPI seemed superior in validity, utility, and efficiency. Significant scale intercorrelations on the WHS indicate that it is redundant. The OMPI measures mechanism and formism at the low end and organicism and contextualism at the high end. These results suggest that social scientists' basic assumptions about human nature (whether people are active or reactive, stable or changing, purposive or without design, etc.) tend to reflect the personality traits the scientists themselves possess. A 24-item reference list and 3 data tables conclude the document. (SLD)

ED 290 786
TM 011 026

Holden, Ronald R.; Fekken, G. Cynthia

Reaction Time and Self-Report Psychopathological Assessment: Convergent and Discriminant Validity.

SPONS. AGENCY- Ontario Ministry of Health, Toronto.; Queen's Univ., Kingston (Ontario).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 31 Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
GRANT- 410-85-0156; 410-85-1043
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Testing; Data Collection; Discriminant Analysis; Higher Education; *Personality Assessment; Personality Measures; Psychological Patterns; Psychopathology; *Reaction Time; Responses; Response Style (Tests); *Schemata (Cognition); Self Concept
IDENTIFIERS- Basic Personality Inventory (Jackson)

The processing of incoming psychological information along the network, or schemata, of self-knowledge was studied to determine the convergent and discriminant validity of the patterns of schemata-specific response latencies. Fifty-three female and 52 male university students completed the Basic Personality Inventory (BPI). BPI scales assess measure of neurotic tendencies and aspects of sociopathic behavior. Reaction times were collected through responses on a computer. Negative correlations were obtained between scale scores and mean latencies for endorsing relevant items. Positive correlations were found between scale scores and mean latencies for rejecting relevant items. Scale scores were relatively independent of the latencies for processing scale-irrelevant items. This effect pattern substantiates the idea of item response in terms of self-schemata and supports the construct validity of dimension specific reaction times. (SLD)

ED 290 787

TM 011 027

Cummings, Oliver W.; And Others
Utilization of the Evaluator: Issues Surrounding Internal and External Evaluation and the Use of Evaluation Results.

PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Evaluators; *Program Evaluation; Standards

The role and methods of an evaluator of program effectiveness are discussed. Responses to questions prepared by academicians were obtained from three evaluation practitioners; an external, independent evaluator; and an internal evaluator with program implementation responsibilities. Practitioners uniformly indicated that internal evaluators were not constrained in methods by virtue of their positions. It was also agreed that all evaluators need a variety of skills from interpersonal and technical to project management. Organizations can make a cost-effective decision to use internal evaluation without compromising the quality of the evaluation. (SLD)

DOCUMENT RESUME

ED 290 788
TM 011 028

Cummings, Oliver W.
A Quick Look at the Nominal Group Technique.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Evaluation Methods; *Group Dynamics;
Groups; *Needs Assessment; *Program Evaluation
IDENTIFIERS- *Nominal Group Technique

The Nominal Group Technique (NGT) is one of several structured, small group approaches that can be used in the evaluation process. It has most often been used in needs assessment, to generate categories of potential need and/or alternative solutions to perceived specific problems. The process is based on a set of rules and uses silent idea generation, structured reporting of ideas within the group, discussion to clarify reported ideas, and prioritizing ideas to develop a product in a short period of time. The product of the process is a rank order listing of ideas produced in the group. Six steps in the approach are summarized, along with a discussion of the types of problems amenable to the use of the NGT and alternatives for analyzing NGT results. (Author/SLD)

ED 290 789
TM 011 029

Braverman, Marc T.; D'Onofrio, Carol N.
An Analysis of Options for Collecting Survey Data from Youth: Findings and Recommendations from Project 4-Health.
PUB DATE- Oct 87
NOTE- 20p.; Paper presented at the Annual Conference of the American Evaluation Association (Boston, MA, October 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clubs; Data Collection; *Health Programs; Prevention; Research Projects; *Smoking; Social Psychology; State Programs; *Surveys; *Youth
IDENTIFIERS- *4 H Programs

Mail, telephone, and in-group methods of surveying youth are analyzed and an example of the use of the latter method during the early phase of Project 4-Health (4-H) in California is provided. Issues in data collection are associated with cost, time, survey item comprehension, and participation rates. Project 4-Health is a 5-year tobacco prevention research project conducted by the University of California at Berkeley School of Public Health and the California 4-H program, under funding by the National Cancer Institute. The primary aim of the project is to develop and field test a smokeless tobacco prevention program to be delivered to youth in 4-H clubs throughout the state. In-group surveys of nearly 2,300 4-H members were conducted in the fall of 1986 to assess tobacco use by the target population and social and psychological correlates of tobacco use. Administrators' reports, observations by researchers, and discussions with program participants indicated that: (1) youth experienced moderate problems in reading and comprehending instructions; (2) one-day training for survey administrators proved to be satisfactory; and (3) it was difficult to ensure privacy. (TJH)

ED 290 790
TM 011 030

Brown, R. L.
Congeneric Modeling of an Interrater Reliability Problem Using Censored Variables.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Oct 87
NOTE- 44p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
GRANT- 1-R01-MH40886-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interrater Reliability; *Monte Carlo Methods; Sample Size
IDENTIFIERS- *Asymptotical Distribution Theory; *Joreskogs Congeneric Test Model; *Tobit Model Analysis

This paper explores the use of K. G. Joreskog's (1970) congeneric modeling approach to reliability using censored quantitative variables. Two Monte Carlo studies were conducted. The first explored the robustness of Normal Theory Generalized Least-Squares (NTGLS) estimates for a single-factor congeneric model across several sample sizes (N=25,50,100,400), model loading sizes, and different levels of censoring (0%, 25%, 50%, 75%). The second study compared alternate estimation procedures for different levels of variable censoring (0%, 25%, 50%, 75%) based on a single-factor large loading congeneric model. NTGLS, asymptotically distribution free (ADF), and latent TOBIT estimators were compared as to their efficiency in estimating model parameters. Results of the first study indicate that convergence rate is inversely related to sample size and to the size of the model loadings. Censoring of variables produced the expected negative bias in estimates using NTGLS methods with the magnitude of the bias somewhat robust against sample size variation. Results from the second study indicate that the TOBIT estimates were robust with respect to model rejection and amount of parameter bias across various levels of variable censoring. Both NTGLS and ADF methods proved to be unsatisfactory both in model rejections and percent of bias. Thirteen graphs and three data tables conclude the document. (Author/TJH)

ED 290 791
TM 011 031

Tedrick, William E.
The Decision/Adoption Model as a Heuristic Program Theory.
PUB DATE- Oct 87
NOTE- 13p.; Paper for the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Assessment; *Evaluation; Heuristics; Models; *Program Evaluation
IDENTIFIERS- Cooperati Extension Service; *Decision Adoption Model; Decision Theory; *Heuristic Program Theory

The emerging concept of program theory and its function in program evaluation practice is the central focus of this paper. It appears that the traditional decision/adoption model, when considered in conjunction with the institutionalized beliefs, values, and methodological procedures of the state Cooperative Extension Services, meets the criteria of a heuristic program theory. The following 10 functions constitute criteria for rating the utility of the decision/adoption model: (1) contribution to social science knowledge; (2) provision of assistance to policymakers; (3) discrimination between theory failure and program failure; (4) identification of the problems and target groups; (5) provision of implementation description; (6) discovery of unintended effects; (7) specification of intervening variables; (8) improvement of formative use of evaluation; (9) clarification of measurement issues; and (10) improvement of consensus formation. There is a need to develop evaluation methodologies that examine diffusion process variables. Additional program process related data are needed to support alternative interpretations of possible program impact as defined under the assumptions of the decision/adoption model. (TJH)

ED 290 792
TM 011 032

Bryant, Miles T.

Teacher Evaluation: Reinforcing Mechanical Instruction.

PUB DATE- Oct 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Teaching; Marxian Analysis; Organizational Objectives; Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision

The common assumption that teacher evaluation has a positive impact on the improvement of teaching is challenged. Critical challenges to the assumed contribution of teacher evaluation to learning originate from at least three areas of scholarly work: (1) revisionist/Marxist literature, which describes educational structures including teacher evaluation as mechanisms for reproducing the social and economic class distinctions of society; (2) literature on educational organizations and teaching, which examines relationships between the management and service sectors; and (3) literature on the educational and social factors that contribute to the development of creativity. While teacher evaluation may promote teacher behavior that is oriented toward organizational goals, there is little evidence that it contributes to an improvement in learning. It appears that teacher evaluation may, indeed, be detrimental to creative teaching. (TJH)

ED 290 793
TM 011 033

White, William F.
A Descriptive Research Report on the Texas Teacher Appraisal System.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Check Lists; Elementary Secondary Education; Evaluation Methods; *Mastery Learning; State Programs; Teacher Attitudes; Teacher Behavior; *Teacher Evaluation
IDENTIFIERS- *Texas Teacher Appraisal System

In December of 1986, the Texas State Teachers Association commissioned Educational Evaluation Services, Inc., to conduct a descriptive research study on the appraisal process and mastery learning among teachers in Texas. Data were gathered in each of five representative school districts in five areas: (1) Dallas-Fort Worth; (2) West Texas; (3) San Antonio; (4) Houston; and (5) East Texas. A stratified random sample of school buildings was extracted within each school district, and teachers in each of the elementary, middle, and high schools in the sample were asked to complete the Survey of Teacher Attitudes and the Observation Climate Description Questionnaire. The scores on the Texas Teacher Appraisal System (TTAS), a 71-item check list of teacher behaviors, were placed in the analysis of data elements, and standardized reading test scores of students in the classrooms of the teachers in the sample in Grades 2-8 were added to the analyses. Results indicate that the TTAS is flawed as an instrument to evaluate teacher performance. (TJH)

ED 290 794
TM 011 034

Torrence, David R.

Impact of Smoking on Test Taking. Instructional Development Technical Report Number 14.

PUB DATE- Sep 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Smoking; Test Wiseness
IDENTIFIERS- *Testing Time

The effects of smoking on test taking were assessed during administration of the International Union of Elevator Constructors' certification instrument to 95 subjects on June 7, 1986, at the Teamster's City in Chicago. The experiment was designed to determine whether smokers were slower in performing the mental activities required for taking the test. It appears that the observed differences between smokers and non-smokers in the time required to complete the examination was a random event. Moreover, there was no relationship in the time required to take the examination and examination score. There was, however, a slight difference between smokers and non-smokers in their performance scores. A review of the literature suggests that smokers who have been taught in an environment that allowed smoking or have smoked while studying for the examination should be allowed to smoke during examinations. Hence, it appears that barring smoking during administration of such examinations may be discriminatory. (TJH)

ED 290 795
TM 870 586

Littlefield, John H.; Troendle, G. Roger
Effects of Rating Task Instructions on Consistency and Accuracy of Expert Raters.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dentistry; Evaluation Methods; Higher Education; *Holistic Evaluation; *Interrater Reliability; *Scoring; *Test Reliability
IDENTIFIERS- *Rater Reliability

The effect of different types of rating task instructions on rater behavior was examined using experts, as opposed to novices, as raters. The experts were instructed to (1) form a global categorical judgment (early hypothesis generation); (2) assess 19 detailed elements; or (3) both. Subjects were 8 dental faculty members who ranged in age from 28 to 60 and who had at least 2 years of teaching experience. The task was to evaluate five three-fourth dental crown preparations twice, using each of the three types of rating instructions. Intrarater and interrater agreement and reliability were assessed, as was the level of rater accuracy. Higher coefficients of rater reliability, but not agreement, resulted from the global and combined instructions, compared with the 19-point, or traditional, instruction. The global judgment alone improved reliability over traditional instructions, but intrarater agreement was lower. Expert rater consistency was higher when early hypothesis generation and self-monitoring were encouraged by the rating instructions. There were no significant differences in score accuracy among the three types of instruction. (MGD)

ED 290 796
TM 870 645

Minix, Nancy; And Others
Development of a Goal Setting Process and Instrumentation for Teachers and Principals.
PUB DATE- 86
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-20, 1986). Parts of appendices contain small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Incentives; Instructional Effectiveness; Leadership Qualities; *Performance; Pilot Projects; State Programs; *Teacher Effectiveness; *Teacher Evaluation; Teacher Morale; Teacher Motivation
IDENTIFIERS- *Goal Setting; Kentucky Career Ladder Plan

A pilot program, the Career Ladder Plan, was developed in Kentucky to evaluate a teacher's performance in terms of professional growth and development and professional leadership/initiative based on that teacher's performance on a setting/goal attainment process. Goals jointly selected by the teacher and his/her principal must contribute to school improvement, instructional improvement of the teacher and/or other assigned responsibilities. A process was felt to be needed to reward teachers, enhance instruction practices and maintain teachers within the profession. Statewide consistency demanded the creation of a well-defined and well-organized procedure. Goals and activities have been identified, validated and weighted based on a sampling of over 1,611 Kentucky teachers and administrators. An instrument and process was developed to enable principals and teachers to identify relevant goals, select activities designed to meet those goals, and undertake a goal setting/achievement contract. Fundamental to success is the relevance of goals which participants must recognize as worthwhile and be willing to dedicate both the effort and time necessary for their attainment. Consistent assignment of activities to particular goals did relate to attainment of those goals. Conclusions are that the instrument and process should offer a vehicle for attainment of professional growth and development of professional leadership and/or initiative. (Author/RR)

ED 290 797
TM 870 657

Stolworthy, Reed L.
Assessing and Interpreting Student Progress: Evaluating the Competency in the Preparation of Teachers.
PUB DATE- 6 Jul 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; *Education Majors; Higher Education; Practicum Supervision; *Preservice Teacher Education; Questionnaires; Research Design; School Surveys; Self Evaluation (Individuals); *Statistical Analysis; Statistical Surveys; Student Evaluation; *Student Teachers; Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Student Teacher Characteristics; Teacher Competency Testing; Washburn University of Topeka KS

The purpose of this study was to determine the adequacy of the preparation provided by the teacher preparation program at Washburn University (Kansas) relative to the competency of assessing and interpreting student progress. Answers were sought to the following questions: (1) How does the student teacher evaluate his/her competence in regards to assessing and interpreting student progress? (2) How does the cooperating teacher and the university supervisor evaluate the student teacher's performance relative to this competency? (3) How does the ex-student teacher, now as a first-year teacher, evaluate his/her performance in this competency? and (4) How does the school principal evaluate the performance of the first-year teacher with regard to this competency? The sample consisted of 32 undergraduates certified to teach in the fall of 1984 and 42 certified in the spring of 1985. The evaluative instrument used identified three areas of competency: professional, instructional, and interpersonal. Data thus obtained were tabulated and analyzed, and the qualitative results were expressed through descriptive and inferential statistics. This research found the greatest probability level for significant differences to be between mean values of the earlier university supervisor's evaluation of student teachers and the evaluation applied by these same undergraduates as first-year teachers. The null hypothesis of no significant differences was not rejected but retained. The survey instruments, graphs of mean values, and percentile rankings of mean values are appended. (MAC)

ED 290 798
TM 870 660

Pond, Daniel J.; And Others
Human Performance Task Batteries and Models: An Abilities-Based Directory. Final Report.
Florida Inst. of Tech., Melbourne.
SPONS. AGENCY- Naval Training Systems Center, Orlando, FL.
REPORT NO.- NTSC-TR86-020
PUB DATE- 1 Dec 86
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Ability Identification; Classification; *Computer Assisted Testing; Directories; *Job Performance; *Performance Tests

This directory represents the start of a research program directed towards the creation of a human abilities matrix which cross-references duta on real world jobs, laboratory performance tasks, and human performance models. The matrix will use the "abilities requirements approach" as the unifying element among these three dimensions. The present effort compiles and cross-references information on computer-based performance assessment batteries and models/theories of human performance. Data from 10 batteries, 123 tasks, and 7 models have been included. For the performance batteries, this information includes availability/acquisition details as well as computer hardware and software characteristics. This document, then, enables researchers to quickly access such data as well as to ascertain those areas in which a paucity of data exists. In general, it appears that current computerized performance batteries emphasize measurement of those characteristics which are most readily measured by computer, without regard for the applicability of such measurement to enhancement of real-world tasks. In particular, a dearth of laboratory tasks with which to assess certain cognitive abilities was noted. This deficiency is regarded as particularly critical in light of the increased reliance on such abilities for performance on modern military and civilian jobs. Difficulties encountered and recommendations for future efforts are presented. (Author/RR)

ED 290 799
TM 870 661

Morgan, Ben B., Jr.; And Others
Measurement of Team Behaviors in a Navy Environment. Final Report.
Old Dominion Univ., Norfolk, VA. Center for Applied Psychological Studies.
SPONS. AGENCY- Naval Training Systems Center, Orlando, FL.
REPORT NO.- NTSC-TR-86-014
PUB DATE- Nov 86
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Military Training; Skill Development; *Team Training; Teamwork; Trainees; *Training Methods; Training Objectives
IDENTIFIERS- Navy

Report of the first year of a three-year study attempting to understand the processes of Teen Evaluation and Maturation (TEAM) in operational Navy contexts, seeking to document changes occurring when team members learn about their tasks, each other, and the environmental demands of the scenarios of the Naval Gunfire Support (NGFS) Department, Naval Amphibious School, Little Creek. Research seeks to (1) systematically identify team skills, tasks, behaviors and conditions that influence training instruction and design; and (2) development of measures of these variables to provide a base of knowledge for designing and using interventions to enhance team training programs. This model suggests a seven stage life-cycle of a team progressing at different sequences and rates depending on the efficacy of their training. Resulting data from the four teams to which skill measurement was submitted tend to support the proposed model as well as indicating the sensitivity in the device to differences between good and poor teams and to change behavior during training. Refinements of methodologies and development of interventions to improve training are anticipated. (Author/RR)

ED 290 800
TM 870 662

Hogan, Robert; And Others
Effective Team Performance in Military Environments. Final Report.
Battelle Columbus Labs, Research Triangle Park, NC.
SPONS. AGENCY- Naval Training Systems Center, Orlando, FL.
REPORT NO.- NTSC-TR86-021
PUB DATE- 1 Dec 86
NOTE- 95p.
CONTRACT- DAAG29-81-D-0100
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; *Military Training; *Stress Variables; Team Training; *Teamwork; *Training Objectives

Identification of psychological factors influencing team performance in the chemical, biological, and radiological defense (CBR-D) environment were identified by a system for task classification: (1) combining Herold's task demands and Holland's taxonomy of work environments and (2) describing the development and evaluation of team tasks. This report evaluates the new system and describes the development and evaluation of a team task that meets the criteria specified. The criteria include: (1) allow variation in group performance, (2) require the coordination of the efforts of individuals in the group, (3) is susceptible to disruptions due to stress, (4) is classifiable by an acceptable task taxonomy, and (5) is familiar and interesting. Many stresses experienced by the group working as a Realistic task could result from incompatible personalities within the group rather than by threats external to it. It is important to separate these sources of stress in order to isolate and deal with them. These findings contribute to the work on team effectiveness and gives the Navy practical guidelines for enhancing team performance in CBR-D environment. (RR)

ED 290 801
TM 870 663

Halpin, Gerald; Simpson, Robert

Psychometric Characteristics Associated with Changes on the Passage Comprehension Test of the Woodcock Reading Mastery Tests.

PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Analysis of Variance; *Behavior Problems; Raw Scores; *Reading Tests; Regression (Statistics); Scoring Formulas; Student Motivation; *Test Reliability
IDENTIFIERS- *Passage Comprehension Test; Woodcock Reading Mastery Test

Forty adolescent subjects with behavior problems at home or at school were administered the Woodcock Reading Mastery Tests. Subjects ranged in age from 12 to 18, and included 25 males and 15 females. The Passage Comprehension Test for each subject was rescored using three different ceiling criteria: (1) five errors in six consecutive responses, (2) five errors in seven consecutive responses, and (3) three consecutive errors. The three scoring methods were found to be equivalent to the scoring method recommended in the Woodcock Manual in terms of internal consistency reliability. Problems were observed with student frustration resulting in discouragement and diminished motivation and excessive time spent in test administration. Strong positive correlations were found between raw scores obtained by the four scoring methods and between each group of raw scores and an external measure. Analysis of variance revealed statistically significant differences between the raw score means. Bivariate regression equations were provided to allow raw scores obtained with each of the three scoring methods to be adjusted so they can be used to obtain percentile ranks and equivalent scores. Two alternative scoring methods reduced to a statistically significant degree the mean number of items administered with no loss in reliability or validity. Practical recommendations for diagnosticians are provided. (Author/RR)

ED 290 802
TM 870 665

Noblit, George W.; Eaker, Deborah J.
Evaluation Designs as Political Strategies.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Credibility; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Political Power
IDENTIFIERS- Aesthetics; Collaborative Research; Critical Theory; Interpretivism; Positivism; *Sociology of Knowledge

For an evaluation design or "political strategy" to succeed in instituting a process of valuing and be appropriate for a particular setting, patterns of social relations and beliefs about the evaluation must be in agreement with those of the chosen evaluation design. This agreement must be in place either at the onset or occur during the evaluation process. Alignment of political power and definitions of credible knowledge is inherent in six evaluation approaches or designed which include: positivism, interpretivism, critical theory, aesthetics, collaborative research and action research. The sociology of knowledge approach is used to examine the social meaning of each of these designs. This analysis exposes much of the taken for granted assumptions in each of these. Specifying types of evaluation designs that are appropriate is to define a specific potential role benefiting specific parties in the evaluation and in the educational system itself. Educators and evaluators should consider the need for, the design of and political outcomes likely in any evaluation situation and to eschew general policies about the necessity and form of evaluations. Designs should be examined from a larger perspective to understand the full social meaning of educational evaluation. (RR)

DOCUMENT RESUME

ED 290 803
TM 870 758

Becker, Betsy Jane
An Evaluation of Approximations to the Distribution of the Sample Significance Value.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Effect Size; *Meta Analysis; Probability; *Sample Size; *Statistical Distributions; *Statistical Significance; *Statistical Studies
IDENTIFIERS- Asymptotic Distributions

The random variable p and its functions figure in several "tests of combined significance," meta-analysis summaries based on sample significance values, and ps have been used singly, as well as in other tests for evaluating the outcomes of individual research studies. In this work, asymptotic distributions of the sample one-sided significance value, p, and several functions of p were examined. Asymptotic normal distributions of p, of the standard normal deviate associated with the one-sided p value, z(p), and of the natural logarithm of the significance value, log(p), were studied. Cumulative normal distribution functions of the transformed variables were calculated and compared to the computed exact distributions of ps associated with one-sample t tests. Distributions based on the z(p) transformation appeared quite accurate even for very small sample sizes, while others were quite inaccurate. One of the distributions based on z(p) was particularly accurate and can be applied to ps not based on t tests. However, the standard normal approximation which is much simpler, was accurate for small effect sizes. (Author/JGL)

ED 290 804
TM 870 763

Holland, Alyce; Andre, Thomas
The Effects of Participation in Extracurricular Activities in Secondary School: What Is Known, What Needs To Be Known?
PUB DATE- Apr 87
NOTE- 146p.

AVAILABLE FROM- Alyce Holland, N243 Lagomarcino Hall, Iowa State University, Ames, IA 50011.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Adolescent Development; Adolescents; Affective Measures; Athletics; *Educational Attainment; *Extracurricular Activities; High Schools; High School Students; *Occupational Aspiration; Racial Relations; *School Size; *Student Participation; Values

The paper reviews the published research literature that assesses the role of the secondary school extracurricular program in the overall development of adolescents. The studies reviewed are divided into four areas: Immediate Effects of Activity Participation which includes the variables of powerlessness, committedness, self-concept, moral development, academic achievement, and race relations; Long-Range Effects of Participation which includes variables of educational goal attainment, occupational attainment, adolescent and young adult values, and young adult political and social involvement; High School Size and Activity Participation which deals with the extent and depth of activity participation in large and small high schools; and Athletics, which includes variables of educational achievement, delinquency, psychological effects, student development, and adolescent status systems. Suggestions for additional research are identified and guidelines for future research are presented. The effects of educational policies on student activity participation are discussed in relation to current educational issues. (Author)

ED 290 805
UD 025 551

Hispanic Young Adolescents: Developing After School Programs and Parent Training. A Resource Manual.
National Coalition of Hispanic Health and Human Services Organizations.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 86
NOTE- 43p.
GRANT- 90-CA-0995
AVAILABLE FROM- COSSMHO-The National Coalition of Hispanic Health and Human Services Organizations, 1030 15th St., N.W., Suite 1053, Washington, DC 20005.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *After School Programs; *Disadvantaged Youth; Elementary Secondary Education; *Hispanic Americans; Instructional Effectiveness; Instructional Materials; Parenting Skills; *Parent Workshops; *Program Design; Program Effectiveness; Social Problems; *Training Methods

Hispanic youngsters are particularly vulnerable to social pressures and problems such as stress, poverty, and abuse. There is a need for community programs and training materials to meet the needs of this population. This training manual shows how to sponsor training workshops to teach parent educators to work with Hispanic parents and prepare them to better understand and communicate with young adolescents and how to plan after-school programs for Hispanic adolescents. A model project is outlined with discussions of the following components: (1) linking the community with national organizations; (2) reviewing curricula for cultural appropriateness; (3) adapting curricula; (4) revising program plans; (5) preparing the trainers; (6) organizing the training sessions; (7) follow-up activities; and (8) evaluation. Guidelines are given for the replication of the project model and program documents are included in the appendix. (VM)

ED 290 806
UD 025 777

Burkhauser, Richard V.; Duncan, Greg J.
Life Events, Public Policy and the Economic Vulnerability of Children and the Elderly.
PUB DATE- 8 May 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Child Welfare; Divorce; *Economically Disadvantaged; Economic Factors; *Family Characteristics; Family Problems; Fatherless Family; Heads of Households; *Low Income Groups; Marital Instability; *Older Adults; Parent Financial Contribution; *Poverty; Remarriage; Widowed
IDENTIFIERS- Child Support; Panel Study of Income Dynamics; Retired Persons

This report uses longitudinal data to provide a dynamic picture of the family income experiences of children and the elderly. In contrast to the image of fairly stable incomes during most life-cycle stages, findings show substantial income volatility at all points in the life span, placing substantial numbers of the population at risk of suffering significant losses and, in the extreme, of falling into poverty. These risks were exceedingly high for black children, quite high for elderly women and lowest for men in their prime earning years. An examination of the events associated with this income volatility showed that divorce and unemployment of the household head were most significant for children, while retirement and widowhood were most important for the elderly. In contrast to the effects of divorce and widowhood, the adverse economic consequences of unemployment appeared to be short-lived in most cases. What emerges from the analysis is a picture of the economically vulnerable population distinguished not so much by age as by sex. Policy implications are discussed and a list of references is included as well as an appendix of definitions of events. (PS)

ED 290 807
UD 025 974

Orr, Margaret Terry
What To Do about Youth Dropouts? A Summary of Solutions.
Structured Employment/Economic Development Corp., New York, NY.
REPORT NO.- ISBN-0-943567-00-9
PUB DATE- Jul 87
NOTE- 32p.; Based on: Orr, Margaret Terry. Keeping Students in School. San Francisco, Jossey-Bass, Inc., 1987.
AVAILABLE FROM- Hispanic Policy Development, 1001 Connecticut Avenue, Suite 310, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Continuing Education; *Dropout Programs; Dropout Rate; Educational Facilities; Employment Programs; Government School Relationship; *High Risk Students; High Schools; *Out of School Youth; *Potential Dropouts; Program Design; School Community Relationship; School Holding Power; State Programs; *Urban Programs

Our nation's youth dropout rate, while consistent for almost 20 years, has increasingly become a major educational and societal problem. This summary of a longer sourcebook provides an overview of various strategies and initiatives for groups, schools, businesses, and communities to consider in addressing their dropout problems, and describes a range of approaches to redirect potential dropouts or those already out of school. The following 14 regional programs are described: (1) Twelve-Together (Detroit, Michigan); (2) Adopt-a-Student (Atlanta, Georgia); (3) Summer Youth Employment Program (New Bedford, Massachusetts); (4) Secondary Credit Exchange Program (Washington State); (5) Murray-Wright High School Day-Care Center (Detroit, Michigan); (6) Adolescent Primary Health Care Clinic (Houston, Texas); (7) Job Readiness Program (Chicago, Illinois); (8) Project COFFEE (Oxford, Massachusetts): (9) Rich's Academy (Atlanta, Georgia); (10) Alternative Schools Network (Chicago, Illinois); (11) Educational Clinics (Washington State); (12) A Systemic Approach to Dropout Prevention (New York City); (13) Dropout Prevention and Recovery Program (Los Angeles, California); and (14) Boston Compact (Boston, Massachusetts). The most effective programs are those that target groups at risk of dropping out and those that offer systematic redress of the educational system to encompass a broader range of learning needs. Information on where to get more details about each of the programs is provided. A list of references is included. (BJV)

ED 290 808
UD 025 978

Valdivieso, Rafael, Ed.
1980 High School Sophomores: Whites, Blacks, Hispanics-Where Are They Now?
Hispanic Policy Development Project, Inc., New York, NY.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 9p.; This publication describes itself as "A quarterly of timely, useful information derived from our analyses of the HS&B data." For issue #2, see UD 025 979.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Black Students; Child Rearing; *Dropouts; Educational Attainment; Educational Status Comparison; *Employment; High Risk Students; High Schools; High School Students; *Hispanic Americans; Noncollege Bound Students; Outcomes of Education; Policy; Racial Factors; *Student Attitudes; *Welfare Services; White Students
IDENTIFIERS- Policy Implications

Based on the data obtained in the "High School and Beyond" (HS&B) national longitudinal survey of 1980, dropouts, regardless of race, are significantly more likely to attain less economic independence and social mobility than are graduates or at risk graduates. Education is the most important factor in predicting a youth's future prospects. Racial comparisons among Whites, Blacks, and Hispanics are provided in statistical charts highlighting four major findings: (1) non-graduate females, married or not, are six times as likely as graduate females to have children; (2) non-graduate females are nine times as likely as graduate females to be on welfare; (3) non-graduates are at least four times as likely as graduates to engage in unlawful behavior; and (4) non-graduates are more likely to be unemployed. Future implications for public policy are considered with respect to education, employment, and budget. Definitions of terms are included. (AO)

ED 290 809
UD 025 979

Howe, Harold, III
1980 High School Sophomores from Poverty Backgrounds: Whites, Blacks, Hispanics Look at School and Adult Responsibilities.
Hispanic Policy Development Project, Inc., New York, NY.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 13p.; For issue #1, see UD 025 978.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cultural Awareness; *Disadvantaged Youth; Educational Change; *Educational Improvement; Elementary Secondary Education; Ethnic Groups; High Risk Students; High Schools; *Hispanic Americans; School Community Relationship; *School Effectiveness; School Responsibility; School Role; *Student Attitudes; Student School Relationship
IDENTIFIERS- *Hispanic American Achievement

Based on findings from the "High School and Beyond" (HS&B) national longitudinal study conducted in 1980, an agenda is suggested for decision making within schools that serve Hispanic children. This agenda is based on the needs and attitudes of the children and includes the following: (1) an emphasis on human relations of the school to develop a friendly and learning-oriented atmosphere; (2) involvement of students and parents in the process; (3) revised academic remediation and school tracking policies; (4) experimentation with work and study programs for older students; (5) additional resources to help students meet new academic requirements before they are imposed; and (6) modification of instructional styles to raise motivation for learning. Other suggestions are made based on the idea that an individual school can successfully undertake its own improvement. Charts and tables on 1980 high school sophomores provide data on their attitudes and beliefs concerning school and their personal lives. Examples of successful programs for at risk students are included. (AO)

ED 290 810
UD 025 985

Klein, Susan S., Ed.
Handbook for Achieving Sex Equity through Education.
REPORT NO.- ISBN-0-8018-3172-5
PUB DATE- 85
NOTE- 550p.
AVAILABLE FROM- The Johns Hopkins University Press, 701 West 40th Street, Suite 275, Baltimore, MD 21211 ($38.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academically Gifted; Adult Education; *Classroom Desegregation; *Classroom Design; Educational Administration; Elementary Secondary Education; *Females; Males; Minority Group Children; *Sex Bias; Sex Differences; *Sex Fairness; Sex Role; Sex Stereotypes; Teacher Education; *Teacher Student Relationship; Testing; Young Children

This handbook of collected papers is intended to aid in the achievement of sex equity in education, and in society through education. It is divided into six parts, each with a separate editor (or editors) and contains the following chapters: (1) Examining the Achievement of Sex Equity in and through Education (S. S. Klein, and others); (2) Economic Considerations for Achieving Sex Equity through Education (G. Harvey, E. Noble); (3) Sex Equity as a Philosophical Problem (M. Greene); (4) The New Scholarship on Women (S.K. Biklen, C. Shakeshaft); (5) Facts and Assumptions about the Nature of Sex Differences (M.C. Linn, A.C. Petersen); (6) Educational Equity and Sex Role Development (C.G. Schau); (7) Administrative Strategies for Institutionalizing Sex Equity in Education and the Role of Government (P.A. Schmuck, and others); (8) Strategies for Overcoming the Barriers to Women in Educational Administration (C. Shakeshaft); (9) The Treatment of Sex Equity in Teacher Education (D. Sadker, M.Sadker); (10) Sex Equity in Testing (E.E. Diamond, C.K. Tittle); (11) Sex Equity in Classroom Organization and Climate (M.E. Lockheed); (12) Sex Equity and Sex Bias in Instructional Materials (K.P. Scott, C.G. Schau); (13) Increasing the Participation and Achievement of Girls and Women in Mathematics, Science, and Engineering (E.K. Stage, and others); (14) Sex Equity in Reading and Communication skills (K. P. Scott, and others); (15) Sex Equity in Social Studies (C.L. Hahn, J. Bernard-Powers); (16) Sex Equity in Visual Arts Education (R. Sandell, and others); (17) Sex Equity in Physical Education and Athletics (P.A. Geadelmann); (18) Sex Equity in Career and Vocational Education (H.S. Farmer, J.S. Sidney); (19) Achieving Sex Equity for Minority Women (S. Lewis); (20) Gifted Girls and Women in Education (B.J.A. Gordon, L. Addison); (21) Rural Women and Girls (S.A. Rosenfeld); (22) Educational Programs for Adult Women (R.B. Ekstrom, M.G. Marvel); (23) Educational Equity in Early Education Environments (S. Greenberg); (24) Improving Sex Equity in Postsecondary Education (K. Bogart); and (25) Summary and Recommendations for the Continued Achievement of Sex Equity in and through Education (S. S. Klein, and others). Data and recommendations are presented on 17 tables. A list of editors and major authors is included. (BJV)

ED 290 811
UD 025 987

Student Mobility in the Perth Amboy School District and Its Relationship to High School Proficiency Test Performance.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Aug 87
NOTE- 17p.; Prepared by Strategic Planning for Education Reform and Improvement. Prepared for Perth Amboy School District, New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Bilingualism; *Competency Based Education; Graduation Requirements; High Schools; Remedial Instruction; *Student Mobility; Student Needs; *Test Results; *Transfer Students; Urban Schools
IDENTIFIERS- *New Jersey High School Proficiency Test; *Perth Amboy School District NJ

Student mobility is a phenomena that negatively affects performance on tests. In New Jersey this is a problem because test scores on statewide proficiency tests are used as criteria for graduation and as one of the criteria for state certification of the school district. A study done in Perth Amboy was designed to collect data on student mobility and to set guidelines for the standardized collection of such data in the future. Data were gathered from a sample of 315 tenth graders on social, behavioral, familial and performance characteristics. Their attendance records and transfer rates were considered in conjunction with these characteristics. The following factors were found to have a significant effect on the students' performance on the proficiency tests: (1) number of years in the district; (2) behavior; (3) home language; and (4) attendance. Recommendations were the following: (1) entering or re-entering students should be assessed for remediation needs; (2) an assessment or investigation should be done of the alignment of the curriculum with the tests; (3) the district should encourage bilingual families to speak some English at home. (VM)

ED 290 812
UD 025 988

Rental Housing Affordability for Low- and Moderate-Income People. Hearing before the Subcommittee on Housing and Community Development of the Committee on Banking, Finance and Urban Affairs. House of Representatives. One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Banking, Finance and Urban Affairs.
PUB DATE- 24 Feb 87
NOTE- 164p.; Serial No. 100-4. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Government Role; Hearings; *Homeless People; Housing Discrimination; *Housing Needs; Low Income; *Low Rent Housing; *Place of Residence; Poverty; *Urban Planning; *Urban Problems
IDENTIFIERS- Congress 100th; Gentrification

This record of testimony before the House Subcommittee on Housing and Community Development focuses on the affordability of housing for low- and moderate-income people. A decent home and suitable living environment is a right guaranteed by the 1968 Fair Housing Act, but many Americans are in housing crisis. The subcommittee investigated ways for the Federal Government to fulfill the housing commitment. Much of the testimony was from residents and tenant representatives of two apartment complexes in Alexandria, Virginia. At both of these residences tenants were faced with displacement and possible homelessness as their units were renovated and the rents increased. There was not enough low and moderately priced housing in the area to house the displaced tenants. A lawsuit was lodged on behalf of the tenants. One witness was a representative of the developer who pointed out that housing hardships such as these are a result of the lack of commitment by the Federal Government to provide low income housing. He outlined a resettlement plan which the developers would initiate. (VM)

ED 290 813
UD 025 989

Welfare Reform Hearings in New York City. Hearings before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundredth Congress, First Session (New York, New York, April 27 and June 15, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-299
PUB DATE- 27 Apr 87
NOTE- 445p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; *Child Welfare; Economically Disadvantaged; Eligibility; *Family Problems; *Federal Programs; *Finance Reform; Financial Support; Parent Responsibility; Poverty; *Social Services; Urban Problems; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; New York

This testimony, from welfare reform hearings in New York City, was given before the Senate Subcommittee on Social Security and Family Policy. The hearings were held to gather information for new regulations regarding public monies for child support. The Senate is considering whether to reform the present welfare system or to replace it with a new one. Of special interest at the hearings was the provision of services to families and children in crisis. The issues involved with reforming or changing the system are the following: (1) the primary responsibility for child support rests with the parents--in single parent families the absent parent must contribute; (2) an able-bodied mother has the responsibility to work at least part time; and (3) if these mothers are to work, job training, child care, and transition services must be provided. Twenty-one witnesses testified on these issues, especially on the impact they would have on public finances and on the target population. Testimony and prepared written statements are included from welfare recipients, social service organizations, and public officials. (VM)

ED 290 814
UD 025 990

Job Training Partnership Act: Native American Status for American Samoans Appears Unwarranted. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-1

PUB DATE- Dec 87
NOTE- 79p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00 each, 100 or more copies 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Classification; *Federal Indian Relationship; Federal Programs; Poverty; *Samoan Americans; *Socioeconomic Status
IDENTIFIERS- Aboriginal People; *Job Training Partnership Act 1982; *United States Territories

This report is the result of a study to assess whether American Samoans should be designated as Native Americans under the Job Training Partnership Act. The finding is that there is insufficient evidence in favor of such a change in designation. To designate American Samoans as Native Americans may set a precedent for amending numerous other federal laws and for using socioeconomic disadvantage as a claim to Native American status. Fundamental differences which distinguish American Samoans from groups currently designated as Native Americans are the following: (1) American Samoans are not on land which became a state; and (2) U.S. sovereignty in American Samoa is different than the trust relationship with Native Americans. The governor of American Samoa disagreed with the findings and conclusions. He argued that the trustee relationship is implied. The U.S. Department of Labor and the U.S. Department of the Interior agreed with the findings. Data are presented in figures and tables, and a glossary is included. (VM)

ED 290 815
UD 025 991

Welfare: Income and Relative Poverty Status of AFDC Families. Report to the Honorable William V. Roth, Jr., U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-9
PUB DATE- Nov 87
NOTE- 64p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00 each, 100 or more copies 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Eligibility; *Family Income; *Federal Aid; *Federal Programs; Housing Needs; Information Needs; One Parent Family; Poverty; Program Evaluation; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Feminization of Poverty

This report assesses the income sources, amounts and relative poverty status of welfare families in the Aid to Families with Dependent Children (AFDC) program, and determines the implications of these results for federal welfare policy. Annually, about $15 billion in AFDC payments are made to needy families with children for such basics as food, shelter, clothing, and utilities. The Federal government pays about 54 percent of these costs. AFDC families are also eligible for in-kind food, health care and housing benefits. Each state sets payment standards by family size and can elect program options. Each month about 3.7 million families receive AFDC. Ninety-three percent are headed by one parent, almost always the mother. Nationally, two- to four-member AFDC families had monthly incomes, consisting mostly of welfare benefits, that averaged $819 at market value and $646 at recipients value. AFDC families' cash incomes rarely exceeded the poverty level. Nine of ten AFDC families participated in at least two other federal welfare programs. The following three factors affect individual AFDC family incomes: (1) state of residence; (2) subsidized housing; and (3) earnings. As AFDC payments become larger, benefits from the other programs become smaller. The report highlights the following matters having implications for welfare policy: (1) the extent of states' discretion in setting AFDC eligibility criteria and payment levels; (2) AFDC's interactions with other programs; (3) public housing inequalities due to limited availability; (4) validity of official poverty thresholds; and (5) valuing in-kind benefits in determining incomes. Data are presented on 20 tables and figures. Appendices describe the valuation techniques employed, discuss the data quality, and enumerate sampling errors. (BJV)

ED 290 816
UD 025 992

Homelessness: Implementation of Food and Shelter Programs under the McKinney Act. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/RCED-88-63
PUB DATE- Dec 87
NOTE- 42p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00 each, 100 or more copies 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; Eligibility; *Federal Aid; Federal Programs; *Homeless People; Housing Needs; Information Needs; Poverty; *Program Implementation; Public Housing; State Church Separation; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Department of Housing and Urban Development; *Federal Emergency Management Agency; *Stewart B McKinney Homeless Assistance Act

The Stewart B. McKinney Homeless Assistance Act, passed in July 1987, authorized over $400 million for fiscal year 1987 in homeless assistance for several federal programs, including the Department of Housing and Urban Development (HUD) and the Federal Emergency Management Agency (FEMA). This report examines how funds appropriated to HUD and FEMA were used before the act, describes actions taken pursuant to the act, and identifies issues concerning the act's implementation that may warrant more detailed examination in the 1988 report. Although the McKinney Act called for funds to be disbursed by October 11, 1987, it is unlikely that any appreciable disbursements will be made before December. Planned expenditures of pre-McKinney Act funds indicate that nearly 50 percent of FEMA's program funds were to be used for food. The cities and counties receiving direct allocations from HUD's Emergency Shelter Grants Program planned on spending approximately half their funds for shelter operations and maintenance. The following issues should be examined: (1) under what condition should HUD funds be used for capital improvements to facilities owned by religious organizations? (2) Will HUD and FEMA programs reach targeted populations? (3) Do fund distribution formulas adequately measure needs? (4) Should homeless programs allow other federal funds to be used as matching funds? Data are presented in six tables. An appendix lists major contributors to this report. (BJV)

DOCUMENT RESUME

ED 290 817
UD 025 993

Welfare Reform Proposals. Hearing before the Subcommittee on Domestic Marketing, Consumer Relations, and Nutrition of the Committee on Agriculture. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Agriculture.
PUB DATE- 5 May 87
NOTE- 131p.; Serial No. 100-15. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; *Eligibility; *Federal Aid; Federal Legislation; *Federal Programs; Hearings; Job Training; Poverty; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Child Support; Congress 100th; *Food Stamp Program; Proposed Legislation

This hearing seeks to examine the Family Welfare Reform Act, H.R. 1720, now pending, and determine what changes in the Aid to Families with Dependent Children (AFDC) program and the Food Stamp Program are needed to ensure that the United States has an integrated welfare system. H.R. 1720 includes benefit reforms, a new employment and training program, and steps to ensure that absent parents meet their moral and legal obligations to provide financial support for their children. Included are the opening statements by Representatives on the House Committee on Agriculture; and testimony and prepared statements by witnesses from the Department of Agriculture and other Federal Agencies, and from the Food Research and Action Center, the Center on Budget and Policy Priorities, and the National Council of State Human Service Administrators, American Public Welfare Association. Also included is a document, "Comparison of Food Stamp and AFDC Program Requirements with Recommendations for Change," submitted by the latter organization. (BJV)

ED 290 818
UD 025 994

Lipsitz, Joan
The Economic Future of Girls and Young Women.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 22 May 84
NOTE- 16p.; Paper prepared for the Conference on the Economic Future for Girls and Young Women (Wayzata, MN, May 22-23, 1984).
AVAILABLE FROM- Center for Early Adolescence, University of North Carolina - Chapel Hill, Suite 223, 223 Carr Mill Mall, Carrboro, NC 27510 ($1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Adolescent Development; Adolescents; Career Choice; Career Guidance; *Employed Women; *Females; Income; Pregnant Students; Sex Bias; *Sex Differences; *Sex Role
IDENTIFIERS- Feminization of Poverty

Later marriage ages, longer life expectancy, higher divorce rates, and the feminization of poverty will all figure in the economic future of modern girls. Values about work, marriage, and motherhood are in flux during adolescence, and the messages they receive are often contradictory. Steps must be taken to educate girls to make clearheaded and realistic decisions that have lifetime consequences. The high teenage birth rate demonstrates that few young girls realize that delaying childbearing and marriage would have startling effects on their future economic well-being. Although the number of women in the labor force increased by 173 percent between 1947 and 1980, they are still underrepresented in the physical sciences, engineering, and business: women cluster in low-paying, traditionally female jobs, and the average earnings ratio of women to men has not risen over the last 30 years. Girls and young women today should receive guidance so these trends can be reversed in the future. More work needs to be done to broaden the understanding of female development during adolescence. Girls should receive better treatment during the following four periods: (1) infancy; (2) adolescence, when they are trained to be compliant and dependent; (3) their first menstrual period; and (4) the stage of adolescence when girls seek both autonomy and interdependence. A list of references is included. (BJV)

ED 290 819
UD 025 995

A New National Housing Policy. Recommendations of Organizations and Individuals Concerned about Affordable Housing in America. 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. House Committee on Banking, Finance and Urban Affairs.; Congress of the U.S., Washington, D.C. Senate Committee on Banking, Housing and Urban Affairs.

REPORT NO.- Senate-Prt-100-58
PUB DATE- Oct 87
NOTE- 1,111p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF08/PC45 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Eligibility; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Homeless People; Homeowners; Housing Deficiencies; *Housing Needs; Low Rent Housing; Middle Income Housing; Public Housing; *Public Policy
IDENTIFIERS- Housing Codes

The need for decent, affordable housing has never been more urgent. The nature of housing and the way housing is financed require a coherent and sensitive set of public policies if Americans are to have adequate housing. This document, prepared for the Senate Committee on Banking, Housing, and Urban Affairs and the House Committee on Banking, Finance, and Urban Affairs, compiles recommendations from various interested organizations and individuals for a new national housing policy. Part One comprises recommendations from national organizations. Part Two comprises recommendations from other organizations. Part Three comprises recommendations from individuals. A bibliography is included. (BJV)

ED 290 820
UD 025 996

Espenshade, Thomas J.
Why the United States Needs Immigrants.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
REPORT NO.- PDA-86-2
PUB DATE- Aug 86
NOTE- 46p.
GRANT- 1-R01-HD18240-01
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Birth Rate; *Demography; *Foreign Nationals; Geographic Distribution; *Immigrants; Migrant Problems; Migration; *Population Trends; Social Integration; *Trend Analysis
IDENTIFIERS- *California

This report aims to improve the quality of the policy-making process by using a broad distribution of research findings on the consequences of immigration to California. All major immigrant groups to California are included. Using the information collected, this report discusses economic and fiscal issues associated with immigration, character and tempo of assimilation processes, and impact on California of proposals for immigrant reform. The report begins with a review of current knowledge about population dynamics in populations subject to immigration and/or emigration. Then, in the context of fertility below replacement and consistent annual immigration, two questions are explored: (1) starting from any arbitrary point, what temporal path does a population follow on its way to a long-run equilibrium stationary population; and (2) how long does it take for that stationary situation to materialize? Finally some of the policy implications surrounding the twin features of non-replacement fertility and immigration are considered, along with a possible solution to the demographic dilemma confronting industrial democracies today. Barriers to more rapid immigrant adjustment must be removed and additional facilitators to immigrant adaptation must be found to speed the process of incorporating immigrants and their children into the mainstream of society. (PS)

ED 290 821
UD 025 999

Green, Richard; And Others
Challenges to Urban Education: Results in the Making. A Report of the Council of the Great City Schools.
Council of the Great City Schools, Washington, D.C.
SPONS. AGENCY- Control Data Corp., Minneapolis, Minn.
PUB DATE- Aug 87
NOTE- 101p.; Color photographs may not reproduce clearly.
AVAILABLE FROM- The Council of the Great City Schools, 1413 K Street, N.W., Suite 400, Washington, DC 20005 ($17.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Preparation; Cultural Awareness; Educational Facilities Design; *Educational Facilities Improvement; Educational Improvement; Educational Quality; Elementary Secondary Education; Government School Relationship; Parent School Relationship; Primary Health Care; School Community Relationship; Teachers; *Urban Education; *Urban Schools; Vocational Education

Without massive public intervention centering on the public schools, America will have a permanent underclass. This report of the Council of Great City Schools analyzes existing reports on educational reform and provides recommendations for improving urban schools. The report examines the following five key issues that urban schools will have to confront during the next few years: (1) educational achievement; (2) youth opportunities for enrollment in four-year postsecondary education degree programs, employment, and training; (3) community and parent involvement; (4) health care; and (5) buildings and facilities. Successful model public school programs are described, and elements they share are listed. Each of the top ten needs required to address the issues is discussed, and recommendations for meeting them are made. Appendices detail successful urban programs, describe the Council of the Great City Schools, and list the reports and statistical sources used. (BJV)

ED 290 822
UD 026 000

The Forgotten Half: Non-College Youth in America. An Interim Report on the School-to-Work Transition.

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Jan 88
NOTE- 102p.
AVAILABLE FROM- William T. Grant Foundation Commission on Youth and America's Future, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036-5541 (first copy free, additional copies $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Disadvantaged Youth; *Employment Opportunities; *Employment Programs; Federal Aid; Federal Programs; High School Graduates; High Schools; Labor Force Nonparticipants; Labor Market; Lifelong Learning; *Noncollege Bound Students; *Out of School Youth; Underemployment; *Youth Employment; Youth Opportunities; *Youth Programs

This report, a product of the Commission on Youth and America's Future, addresses the problem of the approximately 20 million 16- to 24-year-olds who are not likely to attend college. Although many youth without college education are successful, a large fraction are not and need help to succeed. However, the portrait of them as troubled and in trouble is belied by the fact that dropout and teenage pregnancy statistics have declined, drug use is declining, and most youth do have some kind of job. The American people should set as a public policy goal the improvement of employment and earning levels for those lacking a college education. The primary problem lies with the economy, and the paths for youth to enter it, rather than with the youth themselves. Schools should be improved to give youth a better first chance, yet education alone cannot compensate for the substantial changes in the labor market. Community institutions, with schools in the vanguard, should break down the barriers between school and work; a number of programs and policies that can do this are suggested. Federal funding should be increased, and programs--such as the Job Corps, local youth corps, and the armed forces--that provide "added chance" opportunities should be expanded. Lifelong learning programs should be extended to benefit the unemployed and the under-employed. Three appendices present an agenda for action with recommendations; summarize the ingredients of effective programs; and describe the study process of this report. (BJV)

ED 290 823
UD 026 001

Robins, Philip K.; Dickinson, Katherine P.
Child Support and Welfare: An Analysis of the Issues. Final Report.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Social Security Administration (DHHS), Washington, DC.
PUB DATE- Dec 83
NOTE- 196p.
GRANT- DHHS-18-P00174
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Government Role; Marital Status; *One Parent Family; *Parent Financial Contribution; Parent Responsibility; Poverty; Unwed Mothers; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; *Child Support

This report presents results from a comprehensive study of child support issues. Using information from three data bases, the following findings emerged: (1) marital status is a strong predictor of receipt of welfare and child support; (2) socioeconomic characteristics of the mother and her family influence welfare and child support outcomes; (3) employed mothers are less likely to receive child support and mothers receiving child support are less likely to receive welfare; (4) the income level of the absent father has a strong influence on whether child support payments are received; (5) some success has been made in locating absent parents, especially those who are legally married, but success with enforcing their support payment orders is mixed; (6) court ordered agreements are associated with greater probability of receiving child support payments; (7) intercepting state tax refunds for child support payments has been successful; and (8) automated procedures to monitor cases are efficient. Data are presented in 35 tables and six appendices. (VM)

ED 290 824
UD 026 002

Smith, R. C.; Smith, Kathryn Baker
Off the Streets: Training Unemployed Youth. Model Programs for Southern Economic Development.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.
PUB DATE- 85
NOTE- 18p.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Disadvantaged Youth; Educational Attainment; *Education Work Relationship; *High Risk Persons; Job Skills; *Job Training; Minority Groups; *Nontraditional Education; Youth; *Youth Employment; *Youth Programs
IDENTIFIERS- United States (South)

The United States government has not adequately addressed the problem of youth unemployment. The unemployment rate among youth remains two and a half times that of adults. The rate for black youth is considerably higher. Low labor force participation rates among youth have serious social and economic consequences. In the south the problem will continue unless appropriate interventions are implemented. Four programs successful in this area are presented. They are the following: (1) an alternative school program in Atlanta, Georgia, that finds youth who are in trouble, allows them to finish high school in a nontraditional setting, and guides their entrance into the work force; (2) a summer program in San Antonio, Texas, that assists Hispanic school-age women to develop the self concept necessary to succeed in non-traditional jobs; (3) a high school program in Liberty City, Florida, that helps at-risk school age youth with career planning; and (4) a work-to-school transition program in North Carolina that assists at-risk youth who are not on a college or vocational track. (VM)

ED 290 825
UD 026 003

Opening Doors: Minority Business Education Programs. Model Programs for Southern Economic Development.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.
PUB DATE- 85
NOTE- 13p.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Black Businesses; Black Employment; *Business Education; *Entrepreneurship; Equal Opportunities (Jobs); Labor Market; *Minority Groups; *Ownership; Racial Bias; Rural Urban Differences; *School Business Relationship
IDENTIFIERS- United States (South)

Although the number of black-owned businesses has grown steadily since the last century, blacks still lack access to management positions in the United States economy. Gains in the 1960s helped somewhat but retrenchment in the eighties has caused many blacks to lose jobs as executives. Now blacks are looking to entrepreneurship for economic power. The growth of minority business executives and owners is directly related to the educational opportunities which have been opened, however, and a downard trend in black college enrollment, confirmed in a 1985 study by the College Board, indicates that with less formal education blacks will have less of a chance to be successful in business. This paper describes four models for minority business education programs which seek to increase the likelihood of black business success. The four programs presented as models are the following: (1) Entrepreneurship and Black Youth Program of Athens, Georgia, which trains high school youth for work in business; (2) two programs at Florida Agricultural and Mechanical University which select highly qualified black students and match them with business firms for internships; (3) two programs at Tuskegee University which give business assistance to local people; and (4) a Master of Business Administration program at the Atlanta University Business School. (VM)

ED 290 826
UD 026 004

Levy, Susan
Investing in the Health of At-Risk Youth: School-Based Health Clinics in the South. Model Programs for Southern Economic Development.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Clinics; Contraception; *Demonstration Programs; Dropouts; *Early Parenthood; *Health Needs; Health Programs; High Risk Students; Population Trends; *Pregnant Students; Secondary Education; Youth Programs
IDENTIFIERS- *School Based Clinics; United States (South)

State governments, school systems, and local communities are increasingly aware that social problems must be addressed in the context of education reform since many of these problems limit students' ability to learn. Unchecked, these problems have a high social and financial cost in that they prevent young people from becoming self-sufficient adults. One of the problems which is being addressed in many areas of the South is teen pregnancy. Many schools are establishing on-site clinics as part of the solution to the rise in the birthrate among 15-19 year olds. This paper presents models of these clinics as one approach to the complex problems of teenage parenting and pregnancy. These clinics attend to the health needs of pregnant teenagers in comprehensive ways that are more affordable, accessible, and appropriate than traditional health care facilities. Most of these clinics are free, but a few charge a small fee. All require parental permission. School-based clinics from four Southern states are described. (VM)

ED 290 827
UD 026 006

Ingram, John E., Jr.; Bartels, Lois I.

What Do We Know about Teaching and Learning in Urban Schools? Volume 13: School-Community Relations and Student Achievement.

CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
NOTE- 57p.; For volumes 1-12 and 14 see ED 185 157-168. Paper presented at the National Conference on Urban Education (St. Louis, MO, July 10-14, 1978).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Family School Relationship; *Interaction; Models; *Parent School Relationship; Parent Student Relationship; *School Community Relationship; Teacher Student Relationship; Urban Schools

This monograph, one of a series presented at a conference on "What Do We Know about Teaching and Learning in Urban Schools?" reviews research findings and examines directions for further exploration of the relationship between home-school-community relations and student achievement. Research suggests that local schools view themselves as political institutions concerned with resource allocation, value choice, and power distribution: within this framework, school staffs must recognize that they manage conflict and problem-solving behavior at the classroom level as well as at the school level. Several interaction models devised by researchers are discussed to demonstrate the need for a framework for planning based on identifying and analyzing needs related to school-community relations. The models suggest that activities be implemented to meet specific goals and objectives, including the interaction processes of one- and two-way communication, involvement, and participation. These interaction processes show greatest impact when they work through the intermediate goal of resolution. Student achievement is positively affected when parents perceive the school as a place where they can air their concerns and effect action on their own or their child's behalf. Interaction models are presented on three figures. Included are lists of references, conference participants, and other publications in this series. (BJV)

ED 290 828
UD 026 007

Jaeger, Christopher
Minority and Low Income High Schools: Evidence of Educational Inequality in Metro Los Angeles. Working Paper Number 8.
Chicago Univ., Ill.
SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Disadvantaged Schools; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Equal Education; High Schools; *High School Students; Hispanic Americans; Lower Class; Low Income; *Minority Group Children; School Segregation; Urban Schools; White Students
IDENTIFIERS- *California (Los Angeles)

Millions of low income and minority students go to high schools that are notably inferior in virtually every dimension to schools educating middle class students. During the last few decades there have been sweeping changes in state and national policy on education, moving towards more rigorous standards for high school completion and college entry while aid to education has been cut in Washington, D.C. Los Angeles adopted such a policy, which is founded upon the absurd assumption that equal opportunity is available in the high schools of metropolitan Los Angeles. In Los Angeles there are large disparities in test performance between city and suburban high schools: low income, minority high schools are consistently outperformed by higher income, white high schools. This pattern is especially evident between the years 1980 and 1986, when the minority population in Los Angeles increased sharply. There is a strong relationship between minority enrollment, low income, parental achievement, and school test performance. The greater the difference in minority versus white enrollment in metropolitan high schools, the greater the income and test differences that occur. Minority, low income high school students are victims of inequitable educational opportunities that deny them future success in the working world and that makes future victims of their children. Data are presented on 15 tables. Appendices compare academic performance by school, subject, and year, and display results of regression analysis of the data. (BJV)

ED 290 829
UD 026 012

Affirmative Action Plan, November 1987.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Nov 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; *Board of Education Policy; *Equal Opportunities (Jobs); Females; Minority Groups; *Personnel Policy; Program Evaluation; Public Schools; Recruitment; Sexual Harassment; *Social Discrimination
IDENTIFIERS- *North Carolina

The North Carolina Department of Public Education has developed an equal employment/affirmative action policy in accordance with Federal civil rights laws, and directives from the State Board of Education. Rather than merely ensuring anti-biased hiring practices, the policy provides for the recruitment, employment and promotion of qualified members of groups which were formerly excluded. The basic premise is that positive action must be taken to overcome the effects of previous discrimination and exclusion. The terms and goals of the policies are defined. The following policies and plans are described in detail: (1) Equal Employment Opportunity/Affirmative Action Policy, including approach and implementation; (2) Sexual Harassment Policy/Plan, including approach and implementation; (3) Policy Dissemination, including a manual, staff meetings, memoranda, and public notices; (4) Program Responsibilities, including functions of various staff, the personnel office, and the Affirmative Action Advisory Committee; (5) Goals and Timetables; (6) Affirmative Action Programs, including employee rights and responsibilities; and (7) Program Evaluation, to be conducted by the Personnel Director and Equal Employment Opportunity officers using the goals established as a guide. Statistical descriptions of the female and minority workforce by agency and job classification are provided. Eight appendices provide sample forms, recruitment and employment guidelines, information about equal employment/affirmative action efforts in North Carolina public education, and demographic information about the North Carolina workforce specifically and the State population in general. (VM)

AUTHOR INDEX

Abrahams, Steven
Focus-of-Evaluation and Intrinsic Motivation.
7p. 1mf. L1 ED 290 781
Abrams, Karol
Severe Weather Perceptions.
69p. 1mf. L1 ED 290 614
Adams, Frank
To Know for Real: Royce S. Pitkin and Goddard College. First Edition.
278p. mf. L3 ED 290 367
Adams, Paul R.
Mainstreaming and Teacher Competency: Some Concerns about the Adequacy of Teacher Training.
40p. 1mf. L1 ED 290 288
Review and Synthesis of Teacher Competencies Necessary for Effective Mainstreaming.
41p. 1mf. L1 ED 290 289
Tri-Partite Model of Teacher Training.
23p. 1mf. L1 ED 290 293
Adelman, Clifford
Basic Statistical Portrait of American Higher Education.
74p. 1mf. L2 ED 290 410
To Compete or Not Compete: What Higher Education Can Do While Everyone Else Sorts It Out.
21p. 1mf. L1 ED 290 411
Adler, Susan
Preparing Teachers of History: Developing a Critical Consciousness.
133p. 2mf. L1 ED 290 662
Agne, Russell M.
Professoriate and the Promise for Reform--Teaching.
10p. 1mf. L1 ED 290 750
Albrecht, Jean, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 73.
108p. 2mf. L2 ED 290 640
Albritton, Rosie L.
Investigating the Effects of Human Factors on the Outcomes of a Library Computer Literacy Program. Final Report.
74p. 1mf. L1 ED 290 485
Alexander, Gene E.
Interaction between Personality and Mood in Unipolar and Bipolar Patients.
16p. 1mf. L1 ED 290 090
Allcorn, Mary
Onsite Survey of Five Journalism Libraries.
19p. 1mf. L1 ED 290 165
Amo, Scott A.
Advanced Staff Development Program for Administrators.
7p. 1mf. L1 ED 290 223
and Others
Collaboration for the Improvement of Teacher Education: A Preliminary Report.
25p. 1mf. L1 ED 290 732
Anderson, Connie
Articulation with Four-Year Colleges.
16p. 1mf. L1 ED 290 509
High School Articulation.
37p. 1mf. L1 ED 290 508
Anderson, David B.
Writing as Skills, Fine Arts, or Humanities: Implications for the Writing Center.
12p. 1mf. L1 ED 290 164
Anderson, Mary
Inner World, Outer World: Understanding the Struggles of Adolescence.
68p. 1mf. L1 ED 290 118
Anderson, Patricia S.
Curricula and Programs for Drug and Alcohol Education. Program Report.
78p. 1mf. L1 ED 290 106
Andre, Thomas
Effects of Participation in Extracurricular Activities in Secondary School: What Is Known, What Needs To Be Known?
146p. 2mf. L2 ED 290 804
Angelis, Paul J.
Applied Linguistics: Realities and Projections.
25p. 1mf. L1 ED 290 324
Arbeiter, Solomon
Enrollment of Blacks in College: Is the Supply of Black High School Graduates Adequate? Is the Demand for College by Blacks Weakening? Research and Development Update.
9p. 1mf. L1 ED 290 353
Armstrong, Kay A.
Study of Women Who Drop-Out of Family Planning Clinics.
20p. 1mf. L1 ED 290 075
Arter, Judith A., Ed.
Assessing Higher Order Thinking Skills: Issues and Practices Conference Proceedings (Clackamas, Oregon, October 1-2, 1987).
186p. 2mf. L1 ED 290 760
Arterburn, Daniel
Community Options for Transitional Employment.
14p. 1mf. L1 ED 290 249
Arzi, Hanna J.
Teachers' Knowledge of Science: An Account of a Longitudinal Study in Progress.
31p. 1mf. L1 ED 290 637
Asprea, Anna Maria
Conceptualization of War in Children.
15p. 1mf. L1 ED 290 555
Theoretical Approach to the Study of Cognitive Aspects in Children's Altruistic Behavior.
12p. 1mf. L1 ED 290 556
Astin, Alexander W.
American Freshman National Norms for Fall 1987.
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Wesley, C.

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ED 289 958 RIE VOL.23,NO.06 FROM: AAUP CONTR 0005

SUBJECT INDEX JUNE 1988 TO: 4 H PROGRA

SUBJECT INDEX

- AAUP Contracts
  - Agreement between Cuyahoga Community College District and the American Association of University Professors Cuyahoga Community College Chapter, September 1, 1986-September 1, 1989. 24p. 1mf. L2 ED 290 417
  - Agreement between Long Island University and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences, Long Island University Chapter of the American Association of University Professors, October 31, 1986-October 31, 1991. 55p. 1mf. L1 ED 290 426
  - Agreement between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors Temple Chapter, July 1, 1986-June 30, 1988. 79p. 1mf. L1 ED 290 422
  - Agreement between the Administration of Marymount College and the Marymount College Chapter of the American Association of University Professors, September 1, 1986-August 31, 1989. 78p. 1mf. L2 ED 290 419
  - Agreement between the Indian River Community College District Board of Trustees and the Indian River Community College Chapter of the American Association of University Professors, August 1, 1986-July 31, 1987. 28p. 1mf. L1 ED 290 415
  - Belleville Area College Memorandum of Understanding, 1987-1988, 1988-1989. 63p. 1mf. L1 ED 290 424
  - Collective Bargaining Agreement between Kent State University and United Faculty Professional Association, September 16, 1987-September 16, 1990. 53p. 1mf. L1 ED 290 414
  - Collective Bargaining Agreement between New York Institute of Technology and the Council of Metropolitan Old Westbury (Including Central ISLIP) Chapters of the American Association of University Professors at the New York Institute of Technology. 43p. 1mf. L2 ED 290 413
  - Collective Bargaining Agreement between The College of Insurance and The College of Insurance Chapter of the American Association of University Professors, September 10, 1987-August 31, 1990. 80p. 1mf. L1 ED 290 418
  - Collective Bargaining Agreement between Western Michigan University and the W.M.U. Chapter of the American Association of University Professors, September 6, 1987-September 6, 1990. 95p. 1mf. L1 ED 290 420
  - Collective Bargaining Agreement between the Board of Trustees of Regional Community Colleges and the Congress of Connecticut Community Colleges, July 1, 1987-June 30, 1989. 102p. 2mf. L2 ED 290 425
  - Collective Bargaining Agreement by and between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors, September 1, 1987-August 31, 1990. 50p. 1mf. L1 ED 290 423
  - Cooperative Agreement by and between D'Youville College and D'Youville College Chapter American Association of University Professors, September 1, 1985-August 31, 1989. 60p. 1mf. L1 ED 290 416
  - Master Agreement between Northern Michigan University Board of Control and American Association of University Professors, Northern Michigan Chapter, June 30, 1987-June 30 1990. 80p. 1mf. L1 ED 290 421
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